

De Anza College
Change Report
 05/06/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Short Course Title
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.)

CO

DL Approval Date (MM/DD/YYYY)

Comments

Stage 3: DEI

Comments

Stage 4: Articulation Officer

Comments

Stage 5: De Anza General Education

Formerly Statement

Formerly Statement

DEI Review

Please summarize the ways in which your course includes DEI.

DEI Review

Please check all areas in the COR that address DEI.

UC Transferable and/or Lower-Division Major Requirement

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

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mary Clark Tillman	• Ameeta Tiwana
	Course ID (CB01A and CB01B)	ANTHD001.	ANTHD001 : <u>ANTHC1001</u>



Faculty Initiator

• Mary Clark Tillman

• Ameeta Tiwana



Course ID (CB01A and CB01B)


ANTHD001.

~~ANTHD001~~: ANTHC1001

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000300892	CCC000300892
!	Course Title (CB02)	Physical Anthropology	Physical <u>Introduction to Biological Anthropology</u>
!	Short Course Title	PHYS ANTHRO	PHYS <u>BIOLOGICAL ANTHRO</u>
	TOP Code (CB03)	2202.00	2202.00 Anthropology
	CIP Code	Anthropology.	45.0201 Anthropology.
	Department	ANTH - Anthropology	ANTH - Anthropology
!	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	Introduction to biological aspects of humans. A bio-cultural and an evolutionary approach is used to understand human variation and human evolution. Issues and topics will include, human variation and its adaptive significance, biological and behavioral evolution of humans, comparative primate anatomy and behavior, evolutionary theory, and the impact of cultural, technological and environmental change on human biology and behavior.	<p>Part 1: In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course.</p> <p>Part 2: A bio-cultural and an evolutionary approach is used to understand human variation and human evolution. Issues and topics will include, human variation and its adaptive significance, biological and behavioral evolution of humans, comparative primate anatomy and behavior, evolutionary theory, and the impact of cultural, technological and environmental change on human biology and behavior. Students develop an anthropology "toolkit" which is invaluable to address /solve issues facing humanity.</p>
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Anthropology
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
	FSA	No value	• FHDA FSA - ANTHROPOLOGY

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	(Formerly ANTH 1.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of anthropology for both CSU and UC. It meets a general education requirement for De Anza and Cal-GETC. Anthropology has four major subfields and this course is an introduction to one of them - which is biological anthropology.	This course is a major preparation requirement in the discipline of anthropology for both CSU and UC. It meets a general education requirement for De Anza and Cal-GETC. Anthropology has four major subfields and this course is an introduction to one of them - which is biological anthropology.

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

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

CTE Course			

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course


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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	<p>Please summarize the ways in which your course includes DEI.</p>	No value	<p><u>Biological 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 human variation and human evolution. They will analyze multiple anthropological perspectives—including those of women, minorities, subaltern groups, and non-Western scholars. 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. The course addresses DEI by examining cross-cultural diversity in gender constructs</u></p> <p><u>Assignments - The course addresses DEI through incorporating UDL principles. Students will be given agency in assignment topics and formats. Multiple assignment types (verbal, written, creative) are also offered</u></p> <p><u>Examples of Primary Texts and References - The course addresses DEI through providing some low-cost and OER options</u></p> <p><u>Methods of Instruction - The course addresses DEI through incorporating UDL principles. Multiple methods of instruction, a diverse array of instructional materials, and accessibility considerations are employed</u></p> <p><u>Methods of Evaluation - The course addresses DEI through incorporating UDL principles. Multiple methods of evaluation are employed, giving students choice, agency, and multiple formats/opportunities to interact with content and demonstrate knowledge. Suggestions are also given for students to be able to revise/correct assignments and tests and to be provided with example assignments.</u></p> <p><u>Course Outline – The course addresses DEI through the subject matter—bio-cultural approach in understanding human evolution and variation—and through incorporating diverse voices and perspectives and addressing issues related to biological anthropology.</u></p>



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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Anthropology for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Anthropology for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Anthropology for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Anthropology for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Cal-GETC Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Cal-GETC Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Cal-GETC (In Development) Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program 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) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Science, Math and Engineering Emphasis) Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved
GE Information			
	System/Institution	C-ID	System/Institution C-ID
	Area(s)	<ul style="list-style-type: none"> • ANTH - Approved. 	Area(s) <ul style="list-style-type: none"> • ANTH - Approved.
	-	C-ID ANTH 110	- C-ID ANTH 110
	System/Institution	Cal-GETC	System/Institution Cal-GETC
	Area(s)	<ul style="list-style-type: none"> • CA5B - Approved. 	Area(s) <ul style="list-style-type: none"> • CA5B - Approved.
	-	No value	- No value
	System/Institution	De Anza GE	System/Institution De Anza GE
	Area(s)	<ul style="list-style-type: none"> • 2G5X - Approved. 	Area(s) <ul style="list-style-type: none"> • 2G5X - Approved.
	-	No value	- No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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


Credit Units


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


SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and multimedia aids Discussion of assigned reading Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory and field research experience which involve students in formal exercises of data collection and analysis Discussion and problem solving performed in class Exploration of Internet and digital resources Homework and extended projects Quiz and examination review performed in class</p>	<p>Methods of Instruction Methods of Instruction</p> <hr/> <p>Methods of Instruction Lecture and multimedia aids Discussion of assigned reading Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory and field research experience which involve students in formal exercises of data collection and analysis Discussion and problem solving performed in class Exploration of Internet and digital resources Homework and extended projects Quiz and examination review performed in class</p>

Changed	Field	Current Version	Proposed Version
	Assignments	<p>1. Oral</p> <ol style="list-style-type: none"> 1. Small group discussion of course content (articles and textual material) 2. Individual and/or small group presentations on selected topics of course material (genetic engineering, human cloning, behavior and biology, endangered primates, disappearance of the Neanderthals etc.) 3. In-class debates on topical controversies, at instructor's option.(Are we ready to play God, Race an illusion or a reality? Behavior: a complex interaction between nature and nurture etc.) 4. Student facilitation of classroom discussions under instructor's supervision (instructor's option) <p>2. Reading</p> <ol style="list-style-type: none"> 1. Synthesis of assigned readings from the required texts and other sources. 2. Suggested supplemental readings. <p>3. Writing</p> <ol style="list-style-type: none"> 1. Assignments involving critical analysis of current literature and DVDs within the realm of physical anthropology. 2. Students will write an analytical paper based on fieldwork and research. They will evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions. <p>4. Preparation of exhibit material: Students will develop an educational exhibit to teach fellow students about aspects of physical anthropology.</p>	<p>1. Oral</p> <ol style="list-style-type: none"> 1. Small group discussion of course content (articles and textual material) 2. Individual and/or small group presentations on selected topics of course material (genetic engineering, human cloning, behavior and biology, endangered primates, disappearance of the Neanderthals etc.) 3. In-class debates on topical controversies, at instructor's option.(Are we ready to play God, Race an illusion or a reality? Behavior: a complex interaction between nature and nurture etc.) 4. Student facilitation of classroom discussions under instructor's supervision (instructor's option) <p>2. Reading</p> <ol style="list-style-type: none"> 1. Synthesis of assigned readings from the required texts and other sources. 2. Suggested supplemental readings. <p>3. Writing</p> <ol style="list-style-type: none"> 1. Assignments involving critical analysis of current literature and DVDs within the realm of physical anthropology. 2. Students will write an analytical paper based on fieldwork and research. They will evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions. In this field work based paper student connect course content to their own life, background, and experiences. Students also have the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. <p>4. Preparation of exhibit material: Students will develop an educational exhibit to teach fellow students about aspects of physical anthropology.</p>

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation

Changed Field	Current Version	Proposed Version
	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Multiple choice questions designed to test for basic subject and topical competency. 2. Reading responses that demonstrate basic comprehension, critique and synthesis of course reading. 3. 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. 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 analyses field data; completed projects demonstrate the student's growth in synthesizing 	<p>Methods of Evaluation</p> <p>Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to: assignments, quizzes, exams, projects, and academic writing.</p> <p>Methods of evaluation are at the discretion of local faculty.</p> <p>Part 2:</p> <ol style="list-style-type: none"> 1. Multiple choice questions designed to test for basic subject and topical competency. 2. Reading responses that demonstrate basic comprehension, critique and synthesis of course reading. 3. 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. 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 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 when possible and appropriate 5. Individual or group presentations that demonstrate ability to present data and data analysis in a logical engaging oral and visual format. 6. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials

Changed Field	Current Version	Proposed Version
	<p>and analyzing ethnographic data anthropologically</p> <p>5. Individual or group presentations that demonstrate ability to present data and data analysis in a logical engaging oral and visual format.</p> <p>6. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials</p> <p>7. Design and develop posters or models on important aspects of physical anthropology such as human variation and human evolution. Exhibits will be assessed using questionnaires, surveys, interviews, and or conversations.</p>	<p>7. Design and develop posters or models on important aspects of physical anthropology such as human variation and human evolution. Exhibits will be assessed using questionnaires, surveys, interviews, and or conversations.</p>



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- Maps, CDs/DVDs, fossil casts, human variation materials, models, posters and charts on primate biology, and fossil casts

Essential Student Materials:

- None

Essential College Facilities:

- Maps, CDs/DVDs, fossil casts, human variation materials, models, posters and charts on primate biology, and fossil casts

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		<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>Stein, Philip L. & Rowe, Bruce M. Physical Anthropology, 11th ed. McGraw Hill 2014.</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	Stein, Philip L. & Rowe, Bruce M. Physical Anthropology, 11th ed. McGraw Hill 2014.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>Part 2:</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	Part 2:	Publisher	No value	Date/Edition	No value	ISBN	No value
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			<table border="1"> <tr> <td>Title</td> <td>Biological Anthropology: Concepts and Connections</td> </tr> <tr> <td>Author</td> <td>Agustin Fuentes</td> </tr> <tr> <td>Publisher</td> <td>Mc Graw Hill Publisher</td> </tr> <tr> <td>Date/Edition</td> <td>3rd, ed. 2019</td> </tr> <tr> <td>ISBN</td> <td>No value</td> </tr> </table>	Title	Biological Anthropology: Concepts and Connections	Author	Agustin Fuentes	Publisher	Mc Graw Hill Publisher	Date/Edition	3rd, ed. 2019	ISBN	No value										
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Changed	Field	Current Version	Proposed Version
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Date/Edition	6th Edition, 2025
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ISBN	No value
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Title	Our Origins: Discovering Physical Anthropology.
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Author	Larsen, C.S.
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Publisher	Publisher: Norton and Company.
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Date/Edition	6th ed, 2025
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ISBN	No value
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Changed	Field	Current Version	Proposed Version
	Suggested Reading List	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Reading List Angeloni, E. (ed.) Annual Editions Physical Anthropology. 27th ed. McGraw-Hill 2018.</p> <hr/> <p>May include, but are not limited to No value</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Reading List Angeloni, E., Pritchard, P., Arenson, L. Physical Anthropology: Roundtable Viewpoints. McGraw Hill, NY, 2009</p> <hr/> <p>May include, but are not limited to No value</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Reading List Boaz, Noel T & Almquist Alan J. "Biological Anthropology - A Synthetic Approach to Human Evolution." 2nd ed. Pearson. 2002</p> <hr/> <p>May include, but are not limited to No value</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p>Reading List Boulanger, C.L. Biocultural Evolution. Waveland Press Inc. 2013.</p> <hr/> <p>May include, but are not limited to No value</p> </div>	No value

Changed	Field	Current Version	Proposed Version
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Reading List	Brace, L.C., Race is a Four Letter Word. Oxford University Press. Oxford, 2005
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May include, but are not limited to	No value
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Reading List	Campbell, C.J., et. al. Primates in Perspective, 2nd ed. Oxford University Press, 2010
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May include, but are not limited to	No value
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Reading List	Fagan, Brian M. Ancient Lives: An Introduction to Archaeology and Prehistory. 5th ed. Pearson, New York. 2012
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May include, but are not limited to	No value
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Reading List	Footsteps Through Time: Four million years of Human Evolution. San Diego Museum of Man 2003.
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May include, but are not limited to	No value
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Changed	Field	Current Version	Proposed Version
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Reading List	France, Diane L. Lab Manual and Workbook for Physical Anthropology. Cengage. 2018.
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May include, but are not limited to	No value
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Reading List	Goodall, Jane. Through A Window. Boston; Houghton Mifflin Co., 1990.
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May include, but are not limited to	No value
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Reading List	Johanson, Donald and Edgar Blake. From Lucy to Language. Simon and Schuster 2006.
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May include, but are not limited to	No value
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Reading List	Jurmain, R. Kilgore L. Introduction to Physical Anthropology 15th ed. 2018 Cengage
---------------------	--

May include, but are not limited to	No value
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Reading List	Larsen, Clark Spencer. Our Origins: Discovering Physical Anthropology. 2nd ed. Norton.2010
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Changed Field **Current Version** **Proposed Version**

May include, but are not limited to No value

Reading List Marks, Jonathan. An Alternative Introduction to Biological Anthropology. 2nd ed. Oxford University Press. 2018

May include, but are not limited to No value

Reading List Mitani, J.J, Call P. ed. The Evolution of Primate societies. University of Chicago Press. 2012.

May include, but are not limited to No value

Reading List Molnar, S. Human Variation, 6th ed. Races, Types and Ethnic Groups. Pearson, 2006

May include, but are not limited to No value

Reading List Montagu, Ashley. Man's Most Dangerous Myth: The Fallacy of Race. 6th ed. Walnut Creek, CA: AltaMira Press 1997.

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

May include, but are not limited to No value

Reading List Park, M. Biological Anthropology. 7th ed. McGraw Hill. 2013

May include, but are not limited to No value

Reading List Relenthford, John H. The Human Species - An Introduction to Biological Anthropology. 9th ed. McGraw Hill. 2013.

May include, but are not limited to No value

Reading List Tattersall. I. The FOssil Trail. 2nd ed. Oxford University Press. 2009.

May include, but are not limited to No value

Reading List Trinkaus, Erik, and Pat Shipman. The Neandertals: Changing the Image of Mankind. New York: Alfred A. Knopf, 1992.

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

May include, but are not limited to No value

Reading List Westnest, D.F. and Fox, C.W. eds. Evolutionary Behavioral Ecology. Oxford University Press. 2010

May include, but are not limited to No value

Reading List Whitehead, Paul, William Sacco and Susan Hochgraf. A Photographic Atlas for Physical Anthropology. 2nd ed. Morton. 2012

May include, but are not limited to No value

Reading List Journal of Physical Anthropology

May include, but are not limited to No value

Reading List Journal of Human Biology

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

Learning Outcomes

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Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Recognize the immense scope of the multi-faceted discipline of anthropology and examine the interrelationships between basic areas of inquiry: physical anthropology, cultural anthropology, archaeology/prehistory, linguistic anthropology and applied anthropology. • Examine the basic conceptual ideas in physical anthropology concerning the scientific method, the theory of evolution, the role of culture and the determinants of primate behavior. • Examine the biological background for physical anthropology in terms of biochemistry, genetics, adaptation, and molecular biology. Apply the understanding of evolutionary theory to medicine. • Assess the primatological information about the living primates by comparing primate anatomy, behavior, gender roles, social organization, reproduction and ecology and by noting their diversity, classification and geographic distribution. • Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates. • Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society. • Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change. 	<ul style="list-style-type: none"> • Part 1: <ul style="list-style-type: none"> • 1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions. • 2. Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology. • 3. Identify the biological and cultural factors responsible for human variation. • 4. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations. • Part 2: <ul style="list-style-type: none"> • Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions. • Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology. • Identify the biological and cultural factors responsible for human variation. • Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations. • Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates. • Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society. • Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change.

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CSLOs

CSLOs	Analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.	CSLOs	Analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Evaluate biological and behavioral similarities and differences between humans and non human primates.	CSLOs	Evaluate biological and behavioral similarities and differences between humans and non human primates.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.	CSLOs	Apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Evaluate human biology and culture as a response to 7 million years of evolutionary process.	CSLOs	Evaluate human biology and culture as a response to 7 million years of evolutionary process.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Recognize 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"> 1. Demonstrate anthropology as a science and a humanistic discipline; understand its breadth, especially its interest in global diversity. 2. Assess the role of five major subfields in anthropology in understanding humans spatially and temporally. 3. Apply anthropology to vital issues and new challenges facing humans such as the genetic modification of food, cloning, resurrection of extinct species, direction of human evolution etc. <p>2. Examine the basic conceptual ideas in physical anthropology concerning the scientific method, the theory of evolution, the role of culture and the determinants of primate behavior.</p> <ol style="list-style-type: none"> 1. Apply the scientific method to the study of humans 2. Examine human biological characteristics and behavior. Also differentiate between culturally and biologically determined behaviors as an adaptation to the environment. 3. Recognize the role and importance of culture in the success of human societies functioning in diverse environmental situations. 4. Examine the historical background and foundations of the evolutionary theory. Understand how the process of evolution works. 5. Comparison of evolutionary theory with traditional views of diverse societies on the origin of the natural world <p>3. Examine the biological background for physical anthropology in terms of biochemistry, genetics, adaptation, and molecular biology. Apply the understanding of evolutionary theory to medicine.</p>	<p>Part 1:</p> <ol style="list-style-type: none"> 1. The nature of scientific inquiry and the scientific method 2. The anthropological perspective 3. Development of biological evolutionary thought 4. Molecular, Mendelian, and population genetics 5. Mechanisms/forces of evolution 6. Comparative primate taxonomy, anatomy, and behavioral ecology 7. The fossil record, geologic time, and dating methods 8. The fossil, archaeological, and genetic evidence of human evolution 9. Biocultural adaptations and modern human variation 10. Understanding ancestry, racism, and the invalidity of biological race in humans <p>Part 2:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions. <ol style="list-style-type: none"> 1. Demonstrate anthropology as a science and a humanistic discipline; understand its breadth, especially its interest in global diversity. 2. Assess the role of five major subfields in anthropology in understanding humans spatially and temporally. 3. Apply anthropology to vital issues and new challenges facing humans such as the genetic modification of food, cloning, resurrection of extinct species, direction of human evolution etc. 2. Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology. <ol style="list-style-type: none"> 1. Apply the scientific method to the study of humans 2. Examine human biological characteristics and behavior. Also differentiate between culturally and biologically determined behaviors as an adaptation to the environment. 3. Recognize the role and importance of culture in the success of human societies

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Discuss the structure of DNA, protein synthesis, and the significance of mutations in evolution 2. Assess biochemical evidence for evolution, that is, differences in DNA and proteins of different species, the "molecular clock" 3. Examine the structure of a chromosome the role of cell division, and aberration in creating variation and evolution. 4. Apply Mendel's laws of inheritance to humans and in understanding of evolutionary theory. Evaluate examples of genetically-determined human traits in diverse parts of the world, including sickle-cell anemia, Tay-Sachs disease, and lactose intolerance 5. Outline animal adaptations and diversity in geological time, features of humans that are shared with other primates, other mammals, and other vertebrate animals <ol style="list-style-type: none"> 4. Assess the primatological information about the living primates by comparing primate anatomy, behavior, gender roles, social organization, reproduction and ecology and by noting their diversity, classification and geographic distribution. <ol style="list-style-type: none"> 1. Examine the diversity in the order primates including prosimians, monkeys, apes, and humans. 2. Illustrate geographic distribution and ecology of primates 3. Examine variations in primate behavior, locomotion, reproductive strategies, social organization, and gender roles in primates 4. Evaluate the anatomy and locomotor adaptations of primates including special characteristics of human anatomy 5. Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates. 	<p>functioning in diverse environmental situations.</p> <ol style="list-style-type: none"> 4. Examine the historical background and foundations of the evolutionary theory. Understand how the process of evolution works. 5. Comparison of evolutionary theory with traditional views of diverse societies on the origin of the natural world <ol style="list-style-type: none"> 3. Identify the biological and cultural factors responsible for human variation. <ol style="list-style-type: none"> 1. Discuss the structure of DNA, protein synthesis, and the significance of mutations in evolution 2. Assess biochemical evidence for evolution, that is, differences in DNA and proteins of different species, the "molecular clock" 3. Examine the structure of a chromosome the role of cell division, and aberration in creating variation and evolution. 4. Apply Mendel's laws of inheritance to humans and in understanding of evolutionary theory. Evaluate examples of genetically-determined human traits in diverse parts of the world, including sickle-cell anemia, Tay-Sachs disease, and lactose intolerance 5. Outline animal adaptations and diversity in geological time, features of humans that are shared with other primates, other mammals, and other vertebrate animals 4. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations. <ol style="list-style-type: none"> 1. Examine the diversity in the order primates including prosimians, monkeys, apes, and humans. 2. Illustrate geographic distribution and ecology of primates 3. Examine variations in primate behavior, locomotion, reproductive strategies, social organization, and gender roles in primates 4. Evaluate the anatomy and locomotor adaptations of primates

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Reconstruct the important stages in the evolution of Homo sapiens <ol style="list-style-type: none"> 1. The earliest hominids from Sahelanthropus Tchadchadensis to Australopithecus. 2. The rise of genus Homo: Homo habilis and Homo erectus 3. The Neanderthals and other archaic Homo sapiens 2. Critically examine questions and controversies involving the interpretation of fossil hominids and associated artifacts, and the determination of their interrelationships 3. Evaluate hypotheses on assessing and interpreting the evidence about hominid culture <ol style="list-style-type: none"> 1. Importance of behavior and subsistence patterns 2. Social organization, rearing of young, and gender roles 3. Development of technology 6. Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society. <ol style="list-style-type: none"> 1. Earliest cultural behavior: living spaces and tool technologies 2. Homo habilis and Homo erectus: developing culture-based lifeways 3. Cultural behaviors of the Paleolithic peoples: evidence and interpretations 4. Ancient cultural sources for modern human society: cognition and language 7. Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change. <ol style="list-style-type: none"> 1. Evaluate the role of environmental factors in explaining human variation and evolution 2. Examine the role of past environmental effects of humans 3. Assess present environmental effects resulting from modern 	<p>including special characteristics of human anatomy</p> <ol style="list-style-type: none"> 5. Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates. <ol style="list-style-type: none"> 1. Reconstruct the important stages in the evolution of Homo sapiens <ol style="list-style-type: none"> 1. The earliest hominids from Sahelanthropus Tchadchadensis to Australopithecus. 2. The rise of genus Homo: Homo habilis and Homo erectus 3. The Neanderthals and other archaic Homo sapiens 2. Critically examine questions and controversies involving the interpretation of fossil hominids and associated artifacts, and the determination of their interrelationships 3. Evaluate hypotheses on assessing and interpreting the evidence about hominid culture <ol style="list-style-type: none"> 1. Importance of behavior and subsistence patterns 2. Social organization, rearing of young, and gender roles 3. Development of technology 6. Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society. <ol style="list-style-type: none"> 1. Earliest cultural behavior: living spaces and tool technologies 2. Homo habilis and Homo erectus: developing culture-based lifeways 3. Cultural behaviors of the Paleolithic peoples: evidence and interpretations 4. Ancient cultural sources for modern human society: cognition and language 7. Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible

Changed	Field	Current Version	Proposed Version
		technology 4. Predict future possibilities depending on directions chosen now	future outcomes for our species based on the present trends in environmental change. 1. Evaluate the role of environmental factors in explaining human variation and evolution 2. Examine the role of past environmental effects of humans 3. Assess present environmental effects resulting from modern technology 4. Predict future possibilities depending on directions chosen now
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Readings from scientists of diverse backgrounds about current and debates in the field of anthropology especially Biologic. Course objective # 1,2; Assignments A
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Term paper, written reports, weekly assignments on topics in Linguistic anthropology. Course objective # 5; Assignments C
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	The written reports, paper based on fieldwork and research. The written reports and papers utilize MLA format in writing the essay, citing sources and bibliography (Course objective # 5; Assignments C)
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Written responses to articles read, current issues, or topics researched, assignments, discussion and problem solving in class; short answers and essay questions. All of the above achieve the learning outcome (Course objective # 6 ; Assignments B, C)

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	In class discussion; individual and small group presentations of assigned readings from texts and articles; field reports; preparation of exhibits for displays. All of the above give students the opportunity to achieve the learning outcome. (Course objective # 6; Assignments A, B, C, D)

B-Matrix Form

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

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

C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

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

E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value


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

H-Matrix Form



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

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

De Anza GE Form

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


Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline B Examine the basic conceptual ideas in physical anthropology concerning the scientific method, the theory of evolution, the role of culture and the determinants of primate behavior. Assignment C2 : Students will write an analytical paper based on fieldwork and research. They will evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions. In this field work based paper student connect course content to their own life, background, and experiences. Students also have the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline E: Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates.</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline F: Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society.</p>

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline G: Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change.
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline D: Assess the primatological information about the living primates by comparing primate anatomy, behavior, gender roles, social organization, reproduction and ecology and by noting their diversity, classification and geographic distribution.

Comments

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

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

CO			
Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ANTH 001	ANTH 001
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	01/15/2019	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2022 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct 	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2022 per redistribution) Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

Comments

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

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed or Initiator's Response	
			Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 3: DEI	No Value						
			4/10/2026	Basic Course Information	Course Description	Suggested	FOR PART 2 ONLY: Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course FOR PART 2 ONLY: Thanks for this list of assignments. Do 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. ? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
			4/10/2026	Specifications	Assignments	Suggested	FOR PART 2 ONLY: Thanks for this list of assignments. Do 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. ? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y


Changed	Questions	Current Version	Proposed Version
			FOR PART 2 ONLY: For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? 4/10/2026 Specifications, Methods of Evaluation Suggested If yes, Y consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.



**Stage 4:
Articulation
Officer**

No Value

Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/20/26	Specifications, Learning Objectives, Outline	Methods of Evaluation, Primary Texts, Course Objectives, Course Outline	Required	It looks like you forgot to include the template language for the sections with a Part 1. I'm sending you an email on the side with the templates and y instructions. Wording from Part 1 must be copied and pasted from the template. We choose the wording for Part 2. Thank you!

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	
			4/23/26	De Anza GE Form	Criteria 2	Required	Please include specific writing communication. Assignment C2 is perfect	Y
	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	ANTHD001.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jan 15, 2019 12:00:00 AM
	Time to Next Review	Sep 1, 2027 12:00:00 AM
	External Review Approval Date	Sep 1, 2022 12:00:00 AM
	Course Control Number	CCC000300892

Articulation

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

De Anza College
Change Report
 05/06/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Short Course Title
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
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Formerly Statement	Formerly Statement
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mary Clark Tillman	• Ameeta Tiwana
	Course ID (CB01A and CB01B)	ANTHD001H	ANTHD001H <u>ANTHC1001H</u>
	Course Control Number	CCC000569360	CCC000569360
	Course Title (CB02)	Physical Anthropology - HONORS	Physical- <u>Introduction to Biological Anthropology - HONORS Honors</u>
	Short Course Title	PHYSICAL ANTHROPOLOGY-HONORS	PHYSICAL- <u>BIOLOGICAL ANTHROPOLOGY-HONORS</u>
	TOP Code (CB03)	2202.00	2202.00 Anthropology
	CIP Code	Anthropology.	45.0201 Anthropology.
	Department	ANTH - Anthropology	ANTH - Anthropology
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	<p>Introduction to biological aspects of humans. A bio-cultural and an evolutionary approach is used to understand human variation and human evolution. Issues and topics will include, human variation and its adaptive significance, biological and behavioral evolution of humans, comparative primate anatomy and behavior, evolutionary theory, and the impact of cultural, technological and environmental change on human biology and behavior. As an honors course, the students will be expected to complete extra assignments to gain deeper insight into anthropology.</p>	<p>Part 1: In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course. This is an honors course.</p> <p>Part 2: A bio-cultural and an evolutionary approach is used to understand human variation and human evolution. Issues and topics will include, human variation and its adaptive significance, biological and behavioral evolution of humans, comparative primate anatomy and behavior, evolutionary theory, and the impact of cultural, technological and environmental change on human biology and behavior. Students develop an anthropology "toolkit" which is invaluable to address /solve issues facing humanity.</p>
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online	• Online • Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	(Formerly ANTH 1H.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Anthropology for both CSU and UC. It meets a general education requirement for De Anza and Cal-GETC. Anthropology has four major subfields and this course is an introduction to one of them - which is biological anthropology. This course is part of the honors program and as a result, includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of Anthropology for both CSU and UC. It meets a general education requirement for De Anza and Cal-GETC. Anthropology has four major subfields and this course is an introduction to one of them - which is biological anthropology. This course is part of the honors program and as a result, includes more advanced assignments and assessments.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

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


Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<p><u>Biological 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 human variation and human evolution. They will analyze multiple anthropological perspectives—including those of women, minorities, subaltern groups, and non-Western scholars. 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. The course addresses DEI by examining cross-cultural diversity in human variation and evolution Assignments. The course addresses DEI through incorporating UDL principles. Students will be given agency in assignment topics and formats. Multiple assignment types (verbal, written, creative) are also offered Examples of Primary Texts and References - The course addresses DEI through providing some low-cost and OER options Methods of Instruction - The course addresses DEI through incorporating UDL principles. Multiple methods of instruction, a diverse array of instructional materials, and accessibility considerations are employed Methods of Evaluation - The course addresses DEI through incorporating UDL principles. Multiple methods of evaluation are employed, giving students choice, agency, and multiple formats/opportunities to interact with content and demonstrate knowledge. Suggestions are also given for students to be able to revise/correct assignments and tests and to be provided with example assignments. Course Outline – The course addresses DEI through the subject matter—bio-cultural approach in understanding human evolution and variation—and through incorporating diverse voices and perspectives and addressing issues related to biological anthropology.</u></p>

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Anthropology for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Anthropology for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Anthropology for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Anthropology for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Cal-GETC Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Cal-GETC Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Cal-GETC (In Development) Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program 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) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Science, Math and Engineering Emphasis) Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved
GE Information			
	System/Institution	C-ID	System/Institution C-ID
	Area(s)	<ul style="list-style-type: none"> • ANTH - Approved. 	Area(s) <ul style="list-style-type: none"> • ANTH - Approved.
	-	C-ID ANTH 110	- C-ID ANTH 110
	System/Institution	Cal-GETC	System/Institution Cal-GETC
	Area(s)	<ul style="list-style-type: none"> • CA5B - Approved. 	Area(s) <ul style="list-style-type: none"> • CA5B - Approved.
	-	No value	- No value
	System/Institution	De Anza GE	System/Institution De Anza GE
	Area(s)	<ul style="list-style-type: none"> • 2G5X - Approved. 	Area(s) <ul style="list-style-type: none"> • 2G5X - Approved.
	-	No value	- No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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


Credit Units

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

SKIP


Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and multimedia aids Discussion of assigned reading Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory and field research experience which involve students in formal exercises of data collection and analysis Discussion and problem solving performed in class Exploration of Internet and digital resources Homework and extended projects Quiz and examination review performed in class</p>	<p>Methods of Instruction Methods of Instruction</p> <hr/> <p>Methods of Instruction Lecture and multimedia aids Discussion of assigned reading Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory and field research experience which involve students in formal exercises of data collection and analysis Discussion and problem solving performed in class Exploration of Internet and digital resources Homework and extended projects Quiz and examination review performed in class</p>

Changed	Field	Current Version	Proposed Version
!	Assignments	<p>1. Oral</p> <ol style="list-style-type: none"> 1. Small group discussion of course content (articles and textual material) 2. Individual and/or small group presentations on selected topics of course material (genetic engineering, human cloning, behavior and biology, endangered primates, disappearance of the Neanderthals etc.) 3. In-class debates on topical controversies, at instructor's option.(Are we ready to play God, Race an illusion or a reality? Behavior: a complex interaction between nature and nurture etc.) 4. Student facilitation of classroom discussions under instructor's supervision (instructor's option) <p>2. Reading</p> <ol style="list-style-type: none"> 1. Synthesis of assigned readings from the required texts and other sources. 2. Suggested supplemental readings. <p>3. Writing</p> <ol style="list-style-type: none"> 1. Assignments involving critical analysis of current literature and DVDs within the realm of physical anthropology. 2. Students will write an analytical paper based on fieldwork and research. They will evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions. 4. Preparation of exhibit material: Students will develop an educational exhibit to teach fellow students about aspects of physical anthropology. 5. The honors project assignment includes an oral presentation of the research conducted or a written research paper (10 pages). (The honors project will 	<p>1. Oral</p> <ol style="list-style-type: none"> 1. Small group discussion of course content (articles and textual material) 2. Individual and/or small group presentations on selected topics of course material (genetic engineering, human cloning, behavior and biology, endangered primates, disappearance of the Neanderthals etc.) 3. In-class debates on topical controversies, at instructor's option.(Are we ready to play God, Race an illusion or a reality? Behavior: a complex interaction between nature and nurture etc.) 4. Student facilitation of classroom discussions under instructor's supervision (instructor's option) <p>2. Reading</p> <ol style="list-style-type: none"> 1. Synthesis of assigned readings from the required texts and other sources. 2. Suggested supplemental readings. <p>3. Writing</p> <ol style="list-style-type: none"> 1. Assignments involving critical analysis of current literature and DVDs within the realm of physical anthropology. 2. Students will write an analytical paper based on fieldwork and research. They will evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions. In this field work based paper student connect course content to their own life, background, and experiences. Students also have the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. 4. Preparation of exhibit material: Students will develop an educational exhibit to teach fellow students about aspects of physical anthropology. 5. The honors project assignment includes an oral presentation of the research conducted or a written research paper (10 pages). (The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work.)


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		require 10 or more hours of work beyond the regular (non-honors) course requirements, will include higher expectations for achievement in this more advanced work.)	

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	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation

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		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> Multiple choice questions designed to test for basic subject and topical competency Reading responses that demonstrate basic comprehension, critique and synthesis of course reading. 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. 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 analyses field data; completed projects demonstrate the student's growth in synthesizing 	<p>Methods of Evaluation</p> <p>Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to: assignments, quizzes, exams, projects, and academic writing.</p> <p>Methods of evaluation are at the discretion of local faculty.</p> <p>Part 2:</p> <ol style="list-style-type: none"> Multiple choice questions designed to test for basic subject and topical competency Reading responses that demonstrate basic comprehension, critique and synthesis of course reading. 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. 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 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 when possible and appropriate Individual or group presentations that demonstrate ability to present data and data analysis in a logical engaging oral and visual format. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials.
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Changed	Field	Current Version	Proposed Version
		<p>and analyzing ethnographic data anthropologically</p> <p>5. Individual or group presentations that demonstrate ability to present data and data analysis in a logical engaging oral and visual format.</p> <p>6. Participation in and contribution toward classroom discussions and collaborative group written analytical work involving comparative source materials.</p> <p>7. Design and develop posters or models on important aspects of physical anthropology such as human variation and human evolution. Exhibits will be assessed using questionnaires, surveys, interviews, and or informal conversations.</p> <p>8. An honors research paper which will be evaluated on the depth of research, critical thinking and interpretation.</p>	<p>7. Design and develop posters or models on important aspects of physical anthropology such as human variation and human evolution. Exhibits will be assessed using questionnaires, surveys, interviews, and or informal conversations.</p> <p>8. An honors research paper which will be evaluated on the depth of research, critical thinking and interpretation.</p>

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• Maps, CDs/DVDs, fossil casts, human variation materials, models, posters and charts on primate biology, and fossil casts	Essential Student Materials: <ul style="list-style-type: none">• None Essential College Facilities: <ul style="list-style-type: none">• Maps, CDs/DVDs, fossil casts, human variation materials, models, posters and charts on primate biology, and fossil casts

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Examples of Primary Texts and References

Title	No value
Author	Boyd, R. and Silk, J. How Humans Evolved. 8th Ed. Norton and Company Inc. 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Jurmain, R., Kilgore, L., Trevathan, W. Essentials in Physical Anthropology. 10th ed. Thomson Wadsworth. 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Larsen, Clark Spenser. Essentials of Physical Anthropology. 3rd ed. Norton and Company, Inc. 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Larsen, C.S. Our Origins: Discovering Physical Anthropology. 4th ed. Norton and Company. 2017

Title	Texts can include, but are not limited to, the following:
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Explorations: An Open Invitation to Biological Anthropology
Author	Shook, B., Braff, L., Nelson, K., & Aguilera, K.
Publisher	LibreTexts / American Anthropological Association. CC BY NC (OER)
Date/Edition	2nd ed., 2023
ISBN	No value

Title	How Humans Evolved
Author	Boyd, R., & Silk, J.
Publisher	Norton
Date/Edition	10th ed., 2023
ISBN	No value

Title	Biological Anthropology: Concepts and Connections
Author	Fuentes, A.
Publisher	McGraw-Hill
Date/Edition	3rd ed., 2019
ISBN	No value

Title	Essentials of Biological Anthropology
Author	Clark, L.
Publisher	Norton
Date/Edition	6th ed., 2025

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		<table border="1"> <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>	Publisher	No value	Date/Edition	No value	ISBN	No value	<table border="1"> <tr> <td>ISBN</td> <td>No value</td> </tr> </table>	ISBN	No value												
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			<table border="1"> <tr> <td>Title</td> <td>Our Origins: Discovering Physical Anthropology.</td> </tr> <tr> <td>Author</td> <td>Larsen, C.S.</td> </tr> <tr> <td>Publisher</td> <td>Norton and Company.</td> </tr> <tr> <td>Date/Edition</td> <td>6th ed, 2025</td> </tr> <tr> <td>ISBN</td> <td>No value</td> </tr> </table>	Title	Our Origins: Discovering Physical Anthropology.	Author	Larsen, C.S.	Publisher	Norton and Company.	Date/Edition	6th ed, 2025	ISBN	No value										
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			<table border="1"> <tr> <td>Title</td> <td>Explorations : An open Invitation to Biological Anthropology</td> </tr> <tr> <td>Author</td> <td>Edited by Beth Shook, Katie Nelson, Kelsie Aguilera, and Lara Braff. Arlington, VA: American Anthropological Association</td> </tr> <tr> <td>Publisher</td> <td>Publisher: http://explorations.americananthro.org/</td> </tr> <tr> <td>Date/Edition</td> <td>2nd Edition</td> </tr> <tr> <td>ISBN</td> <td>ISBN: (ebook): 978-1-931303-82-8</td> </tr> </table>	Title	Explorations : An open Invitation to Biological Anthropology	Author	Edited by Beth Shook, Katie Nelson, Kelsie Aguilera, and Lara Braff. Arlington, VA: American Anthropological Association	Publisher	Publisher: http://explorations.americananthro.org/	Date/Edition	2nd Edition	ISBN	ISBN: (ebook): 978-1-931303-82-8										
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Publisher	Mc Graw Hill Publisher
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Date/Edition	3rd, ed. 2019
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ISBN	No value
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Title	Essentials of Biological Anthropology
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Author	Clark Spencer Larsen
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Publisher	Norton and Company
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Date/Edition	6th Edition, 2025
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ISBN	No value
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Suggested Reading List

No value

Reading List Angeloni, E. (ed.) Annual Editions Physical Anthropology. 23rd ed. McGraw-Hill 2018.

May include, but are not limited to No value

Reading List Angeloni, E., Pritchard, P., Arenson, L. Physical Anthropology: Roundtable Viewpoints. McGraw Hill, NY, 2009

May include, but are not limited to No value

Reading List Boaz, Noel T & Almquist Alan J. "Biological Anthropology - A Synthetic Approach to Human Evolution." Pearson. 2002

May include, but are not limited to No value

Reading List Boulanger, C.L. Biocultural Evolution. Waveland Press Inc. 2013.

May include, but are not limited to No value

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Reading List	Brace, L.C., Race is a Four Letter Word. Oxford University Press. Oxford, 2005
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May include, but are not limited to	No value
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Reading List	Campbell, C.J., et. al. Primates in Perspective, 2nd ed. Oxford University Press, 2010
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May include, but are not limited to	No value
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Reading List	Fagan, Brian M. Ancient Lives: An Introduction to Archaeology and Prehistory. 5th ed. Pearson, New York. 2012
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May include, but are not limited to	No value
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Reading List	Footsteps Through Time: Four million years of Human Evolution. San Diego Museum of Man 2003.
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May include, but are not limited to	No value
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Reading List	France, Diane L. Lab Manual and Workbook for Physical Anthropology. Cengage. 2007.
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May include, but are not limited to	No value
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Reading List	Goodall, Jane. Through A Window. Boston; Houghton Mifflin Co., 1990.
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May include, but are not limited to	No value
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Reading List	Johanson, Donald and Edgar Blake. From Lucy to Language. Simon and Schuster 2006.
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May include, but are not limited to	No value
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Reading List	Jurmain, R. Kilgore L. Introduction to Physical Anthropology 15th ed. 2018 Cengage
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May include, but are not limited to	No value
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Reading List	Larsen, Clark Spencer. Our Origins: Discovering Physical Anthropology. 2nd ed. Norton.2010
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May include, but are not limited to	No value
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Reading List	Marks, Jonathan. An Alternative Introduction to Biological Anthropology. 2nd ed. Oxford University Press. 2018
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May include, but are not limited to	No value
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Reading List	Mitani, J.J, Call P. ed. The Evolution of Primate societies. University of Chicago Press. 2012.
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May include, but are not limited to	No value
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Reading List	Molnar, S. Human Variation, 6th ed. Races, Types and Ethnic Groups. Pearson Pearson, 2006
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May include, but are not limited to	No value
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Reading List	Montagu, Ashley. Man's Most Dangerous Myth: The Fallacy of Race. 6th ed. Walnut Creek, CA: AltaMira Press 1997.
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May include, but are not limited to No value

Reading List Park, M. Biological Anthropology. 7th ed. McGraw Hill. 2013

May include, but are not limited to No value

Reading List Relenthford, John H. The Human Species - An Introduction to Biological Anthropology. 9th ed. McGraw Hill. 2013.

May include, but are not limited to No value

Reading List Tattersall. Becoming Human. Oxford University Press. 1998.

May include, but are not limited to No value

Reading List Trinkaus, Erik, and Pat Shipman. The Neandertals: Changing the Image of Mankind. New York: Alfred A. Knopf, 1992.

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<p>May include, but are not limited to</p>	No value
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<p>Reading List</p>	<p>Westnest, D.F. and Fox, C.W. eds. Evolutionary Behavioral Ecology. Oxford University Press. 2010</p>
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<p>May include, but are not limited to</p>	No value
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<p>Reading List</p>	<p>Whitehead, Paul, William Sacco and Susan Hochgraf. A Photographic Atlas for Physical Anthropology. 2nd ed. Morton. 2012</p>
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<p>May include, but are not limited to</p>	No value
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<p>Reading List</p>	<p>Journal of Physical Anthropology</p>
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<p>May include, but are not limited to</p>	No value
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<p>Reading List</p>	<p>Journal of Human Biology</p>
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		<p>May include, but are not limited to</p> <p>No value</p>	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Recognize 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. • Examine the basic conceptual ideas in physical anthropology concerning the scientific method, the theory of evolution, the role of culture and the determinants of primate behavior. • Examine the biological background for physical anthropology in terms of biochemistry, genetics, adaptation, and molecular biology. Apply the understanding of evolutionary theory to medicine. • Assess the primatological information about the living primates by comparing primate anatomy, behavior, gender roles, social organization, reproduction and ecology and by noting their diversity, classification and geographic distribution. • Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates. • Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society. • Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change. • Analyze a topic of interest and evaluate its application and how it intersects with other disciplines. 	<ul style="list-style-type: none"> • Part 1: <ul style="list-style-type: none"> • 1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions. • 2. Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology. • 3. Identify the biological and cultural factors responsible for human variation. • 4. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations. • Part 2: <ul style="list-style-type: none"> • Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions. • Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology. • Identify the biological and cultural factors responsible for human variation. • Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations. • Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates. • Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society. • Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change. • Analyze a topic of interest and evaluate its application and how it intersects with other disciplines.

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CSLOs	<p>CSLOs Analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.</p>	<p>CSLOs Analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.</p>
	<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>
	<p>CSLOs Evaluate biological and behavioral similarities and differences between humans and non human primates.</p>	<p>CSLOs Evaluate biological and behavioral similarities and differences between humans and non human primates.</p>
	<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>
	<p>CSLOs Apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.</p>	<p>CSLOs Apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.</p>
	<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>
	<p>CSLOs Evaluate human biology and culture as a response to 7 million years of evolutionary process.</p>	<p>CSLOs Evaluate human biology and culture as a response to 7 million years of evolutionary process.</p>
	<p>Expected SLO Performance 0.0</p>	<p>Expected SLO Performance 0.0</p>

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Recognize 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"> 1. Demonstrate anthropology as a science and a humanistic discipline; understand its breadth, especially its interest in global diversity. 2. Assess the role of five major subfields in anthropology in understanding humans spatially and temporally. 3. Apply anthropology to vital issues and new challenges facing humans such as the genetic modification of food, cloning, resurrection of extinct species, direction of human evolution etc. <p>2. Examine the basic conceptual ideas in physical anthropology concerning the scientific method, the theory of evolution, the role of culture and the determinants of primate behavior.</p> <ol style="list-style-type: none"> 1. Apply the scientific method to the study of humans 2. Examine human biological characteristics and behavior. Also differentiate between culturally and biologically determined behaviors as an adaptation to the environment. 3. Recognize the role and importance of culture in the success of human societies functioning in diverse environmental situations. 4. Examine the historical background and foundations of the evolutionary theory. Understand how the process of evolution works. 5. Comparison of evolutionary theory with traditional views of diverse societies on the origin of the natural world <p>3. Examine the biological background for physical anthropology in terms of biochemistry, genetics, adaptation, and molecular biology. Apply the understanding of evolutionary theory to medicine.</p>	<p>Part 1:</p> <ol style="list-style-type: none"> 1. The nature of scientific inquiry and the scientific method 2. The anthropological perspective 3. Development of biological evolutionary thought 4. Molecular, Mendelian, and population genetics 5. Mechanisms/forces of evolution 6. Comparative primate taxonomy, anatomy, and behavioral ecology 7. The fossil record, geologic time, and dating methods 8. The fossil, archaeological, and genetic evidence of human evolution 9. Biocultural adaptations and modern human variation 10. Understanding ancestry, racism, and the invalidity of biological race in humans <p>Part 2:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions. <ol style="list-style-type: none"> 1. Demonstrate anthropology as a science and a humanistic discipline; understand its breadth, especially its interest in global diversity. 2. Assess the role of five major subfields in anthropology in understanding humans spatially and temporally. 3. Apply anthropology to vital issues and new challenges facing humans such as the genetic modification of food, cloning, resurrection of extinct species, direction of human evolution etc. 2. Identify the principles of human inheritance, molecular biology, genetics, and evolutionary processes from the perspective of biological anthropology. <ol style="list-style-type: none"> 1. Apply the scientific method to the study of humans 2. Examine human biological characteristics and behavior. Also differentiate between culturally and biologically determined behaviors as an adaptation to the environment. 3. Recognize the role and importance of culture in the success of human societies

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Discuss the structure of DNA, protein synthesis, and the significance of mutations in evolution 2. Assess biochemical evidence for evolution, that is, differences in DNA and proteins of different species, the "molecular clock" 3. Examine the structure of a chromosome the role of cell division, and aberration in creating variation and evolution. 4. Apply Mendel's laws of inheritance to humans and in understanding of evolutionary theory. Evaluate examples of genetically-determined human traits in diverse parts of the world, including sickle-cell anemia, Tay-Sachs disease, and lactose intolerance 5. Outline animal adaptations and diversity in geological time, features of humans that are shared with other primates, other mammals, and other vertebrate animals <ol style="list-style-type: none"> 4. Assess the primatological information about the living primates by comparing primate anatomy, behavior, gender roles, social organization, reproduction and ecology and by noting their diversity, classification and geographic distribution. <ol style="list-style-type: none"> 1. Examine the diversity in the order primates including prosimians, monkeys, apes, and humans. 2. Illustrate geographic distribution and ecology of primates 3. Examine variations in primate behavior, locomotion, reproductive strategies, social organization, and gender roles in primates 4. Evaluate the anatomy and locomotor adaptations of primates including special characteristics of human anatomy 5. Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates. 	<p>functioning in diverse environmental situations.</p> <ol style="list-style-type: none"> 4. Examine the historical background and foundations of the evolutionary theory. Understand how the process of evolution works. 5. Comparison of evolutionary theory with traditional views of diverse societies on the origin of the natural world <ol style="list-style-type: none"> 3. Identify the biological and cultural factors responsible for human variation. <ol style="list-style-type: none"> 1. Discuss the structure of DNA, protein synthesis, and the significance of mutations in evolution 2. Assess biochemical evidence for evolution, that is, differences in DNA and proteins of different species, the "molecular clock" 3. Examine the structure of a chromosome the role of cell division, and aberration in creating variation and evolution. 4. Apply Mendel's laws of inheritance to humans and in understanding of evolutionary theory. Evaluate examples of genetically-determined human traits in diverse parts of the world, including sickle-cell anemia, Tay-Sachs disease, and lactose intolerance 5. Outline animal adaptations and diversity in geological time, features of humans that are shared with other primates, other mammals, and other vertebrate animals 4. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations. <ol style="list-style-type: none"> 1. Examine the diversity in the order primates including prosimians, monkeys, apes, and humans. 2. Illustrate geographic distribution and ecology of primates 3. Examine variations in primate behavior, locomotion, reproductive strategies, social organization, and gender roles in primates 4. Evaluate the anatomy and locomotor adaptations of primates

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Reconstruct the important stages in the evolution of Homo sapiens <ol style="list-style-type: none"> 1. The earliest hominids from Sahelanthropus Tchadchadensis to Australopithecus. 2. The rise of genus Homo: Homo habilis and Homo erectus 3. The Neanderthals and other archaic Homo sapiens 2. Critically examine questions and controversies involving the interpretation of fossil hominids and associated artifacts, and the determination of their interrelationships 3. Evaluate hypotheses on assessing and interpreting the evidence about hominid culture <ol style="list-style-type: none"> 1. Importance of behavior and subsistence patterns 2. Social organization, rearing of young, and gender roles 3. Development of technology 6. Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society. <ol style="list-style-type: none"> 1. Earliest cultural behavior: living spaces and tool technologies 2. Homo habilis and Homo erectus: developing culture-based lifeways 3. Cultural behaviors of the Paleolithic peoples: evidence and interpretations 4. Ancient cultural sources for modern human society: cognition and language 7. Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change. <ol style="list-style-type: none"> 1. Evaluate the role of environmental factors in explaining human variation and evolution 2. Examine the role of past environmental effects of humans 3. Assess present environmental effects resulting from modern 	<p>including special characteristics of human anatomy</p> <ol style="list-style-type: none"> 5. Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates. <ol style="list-style-type: none"> 1. Reconstruct the important stages in the evolution of Homo sapiens <ol style="list-style-type: none"> 1. The earliest hominids from Sahelanthropus Tchadchadensis to Australopithecus. 2. The rise of genus Homo: Homo habilis and Homo erectus 3. The Neanderthals and other archaic Homo sapiens 2. Critically examine questions and controversies involving the interpretation of fossil hominids and associated artifacts, and the determination of their interrelationships 3. Evaluate hypotheses on assessing and interpreting the evidence about hominid culture <ol style="list-style-type: none"> 1. Importance of behavior and subsistence patterns 2. Social organization, rearing of young, and gender roles 3. Development of technology 6. Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society. <ol style="list-style-type: none"> 1. Earliest cultural behavior: living spaces and tool technologies 2. Homo habilis and Homo erectus: developing culture-based lifeways 3. Cultural behaviors of the Paleolithic peoples: evidence and interpretations 4. Ancient cultural sources for modern human society: cognition and language 7. Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible

Changed	Field	Current Version	Proposed Version
		<p>technology</p> <p>4. Predict future possibilities depending on directions chosen now</p> <p>8. Analyze a topic of interest and evaluate its application and how it intersects with other disciplines.</p> <p>1. Typical topics of interest include evolution and disease, race and racism, biotechnology: how far can we go, primate behavior.</p> <p>2. Intersection with other disciplines such as psychology, biology, intercultural studies would be encouraged.</p>	<p>future outcomes for our species based on the present trends in environmental change.</p> <p>1. Evaluate the role of environmental factors in explaining human variation and evolution</p> <p>2. Examine the role of past environmental effects of humans</p> <p>3. Assess present environmental effects resulting from modern technology</p> <p>4. Predict future possibilities depending on directions chosen now</p> <p>8. Analyze a topic of interest and evaluate its application and how it intersects with other disciplines.</p> <p>1. Typical topics of interest include evolution and disease, race and racism, biotechnology: how far can we go, primate behavior.</p> <p>2. Intersection with other disciplines such as psychology, biology, intercultural studies would be encouraged.</p>
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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




Req/Adv

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

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

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

E-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

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

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value



Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

For the Honors cohort, students must be enrolled in the honors program and complete an additional 10-12 of work in the class. They could choose to develop an exhibit on a topic of interest, or write a paper based on data collected and analyzed on any lab based exercises.


Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value



No Value

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

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline B: Examine the basic conceptual ideas in physical anthropology concerning the scientific method, the theory of evolution, the role of culture and the determinants of primate behavior. Assignment C2: Students will write an analytical paper based on fieldwork and research. They will evaluate and select sources, critically analyze data, synthesize information, and formulate conclusions. In this field work based paper student connect course content to their own life, background, and experiences. Students also have the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline E: Analyze the fossil record of humanity by examining the evidence, questions, hypotheses, and controversies concerning human evolution in the light of current information on genetics, evolutionary processes, molecular evidence of evolution, and anatomy and behavior of living primates.</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline G: Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change.</p>

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline F: Examine the emergence and transformations of human culture over time, recognizing the various ancient cultural sources for modern human society.
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline G: Evaluate the importance of the environment in human success and evolution; Critically analyze the past and present impact of the environment on human populations and predict possible future outcomes for our species based on the present trends in environmental change.

Comments

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


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


CO



Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ANTH 001H	ANTH 001H
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	01/15/2019	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/08/2022	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2022 per redistribution) Hybrid mode added. 11/08/2022. MK. Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). - mkct 	<ul style="list-style-type: none"> (mc-changed 5-yr rev yr from 2019 to 2022 per redistribution) Hybrid mode added. 11/08/2022. MK. Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). - mkct

Comments

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			4/10/2026	Basic Course Information	Course Description	Suggested	skills, and abilities students will gain upon the completion of the course	y
			4/10/2026	Specifications	Assignments	Suggested	FOR PART 2 ONLY: Consider minor revisions to describe the knowledge, 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. ? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	y

Changed	Questions	Current Version	Proposed Version					
			4/10/2026	Specifications	Methods of Evaluation	Suggested	appropriate?	<p>FOR PART 2 ONLY: For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and</p> <p>If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.</p>
	Stage 4: Articulation Officer	No Value						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
			04/20/26	Specifications, Learning Objectives, Outline	Methods of Evaluation, Primary Texts, Course Objectives, Course Outline	Required	<p>It looks like you forgot to include the template language for the sections with a Part 1. I'm sending you an email on the side with the templates and instructions. Wording from Part 1 must be copied and pasted from the template. We choose the wording for Part 2. Thank you! The title unfortunately needs to be "Introduction to Biological Anthropology - Honors". We unfortunately have to match the state template exactly. Thank you!</p>	Y
			04/20/26	Basic Course Information	Course Title	Required		Y

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	
			4/23/26	De Anza GE Form	Criteria 2	Required	Please include specific written communication. Assignment C2 is perfect	Y
	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
			4/28/26	Matrix H	Objective 2	Required	Please complete for your honors limitation on enrollment	Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ANTHD001H
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jan 15, 2019 12:00:00 AM
	Time to Next Review	Sep 1, 2027 12:00:00 AM
	External Review Approval Date	Sep 1, 2022 12:00:00 AM
	Course Control Number	CCC000569360

Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS- DEPT-NAME	
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	Course Crosswalk CRS- NUMBER	
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De Anza College
Change Report
 05/06/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Short Course Title
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Req/Adv	Prerequisite(s):
Req/Adv	Corequisite(s):
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 5: De Anza General Education
Honors/Non-honors Course	Is this an honors/non-honors course?

Section	Changed field
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information			
Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mary Clark Tillman	• Ameeta Tiwana
!	Course ID (CB01A and CB01B)	ANTHD001L	ANTHD001L <u>ANTHC1001L</u>
	Course Control Number	CCC000501298	CCC000501298
!	Course Title (CB02)	Physical Anthropology Laboratory	Physical <u>Biological</u> Anthropology Laboratory <u>Lab</u>
!	Short Course Title	PHYS ANTHRO LAB	PHYS <u>BIO</u> ANTHRO LAB
	TOP Code (CB03)	2202.00	2202.00 Anthropology
	CIP Code	Anthropology.	45.0201 Anthropology.
	Department	ANTH - Anthropology	ANTH - Anthropology
!	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course is a laboratory course in which the students apply and practice the scientific methods, techniques, and procedures used by physical anthropologists to understand human evolution, non-human primates, and human variation. Students gain practical experience and a deeper understanding by participating in lab exercises, activities, and experiments that explore human evolution, osteology, forensics, genetics, modern human variation, primate anatomy, and behavior.	Part 1: In this laboratory course, students investigate the anatomy, genetics, behavior, variation, and evolution of humans and other primates. Students apply the scientific method and use interactive exercises in this course supplement to the Introduction to Biological Anthropology lecture course. Part 2: This course is a laboratory course in which the students apply and practice the scientific methods, techniques, and procedures used by physical anthropologists to understand human evolution, non-human primates, and human variation. Students gain practical experience and a deeper understanding by participating in lab exercises, activities, and experiments that explore human evolution, osteology, forensics, genetics, modern human variation, primate anatomy, and behavior.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• Anthropology	• Anthropology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	• FHDA FSA - ANTHROPOLOGY	• FHDA FSA - ANTHROPOLOGY

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course fulfills the laboratory class requirement for non-science majors and the biological laboratory requirement for anthropology majors. The course is UC and CSU transferable and meets the general education requirements for De Anza and Cal-GETC. The course belongs on the Liberal Arts A.A. degree.	This course fulfills the laboratory class requirement for non-science majors and the biological laboratory requirement for anthropology majors. The course is UC and CSU transferable and meets the general education requirements for De Anza and Cal-GETC. The course belongs on the Liberal Arts A.A. degree.

Stand-Alone Statement

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


Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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


Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No Yes - don't forget to duplicate the revisions in the <u>honors/non-honors course</u>

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

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

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

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



Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>Biological anthropology Lab 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 human variation and human evolution. They will analyze multiple anthropological perspectives—including those of women, minorities, subaltern groups, and non-Western scholars. 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. The course addresses DEI through incorporating UDL principles. Students will be given agency in assignment topics and formats. Multiple assignment types (verbal, written, creative) are also offered Examples of Primary Texts and References - The course addresses DEI through providing some low-cost and OER options Methods of Instruction - The course addresses DEI through incorporating UDL principles. Multiple methods of instruction, a diverse array of instructional materials, and accessibility considerations are employed Methods of Evaluation - The course addresses DEI through incorporating UDL principles. Multiple methods of evaluation are employed, giving students choice, agency, and multiple formats/opportunities to interact with content and demonstrate knowledge. Suggestions are also given for students to be able to revise/correct assignments and tests and to be provided with example assignments. Course Outline – The course addresses DEI through the subject matter—bio-cultural approach in understanding human evolution and variation—and through incorporating diverse voices and perspectives and addressing issues related to biological anthropology. 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 anthropological work has historically marginalized BIPOC (Black, Indigenous, and People of Color) individuals.</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

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Anthropology for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Anthropology for Transfer Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Anthropology for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Anthropology for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Cal-GETC Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Cal-GETC Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Cal-GETC (In Development) Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program 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
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Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
GE Information			
	System/Institution	C-ID	System/Institution C-ID
	Area(s)	• ANTH - Approved.	Area(s) • ANTH - Approved.
	-	C-ID ANTH 115 L	- C-ID ANTH 115 L
	System/Institution	Cal-GETC	System/Institution Cal-GETC
	Area(s)	• CA5C - Approved.	Area(s) • CA5C - Approved.
	-	No value	- No value
	System/Institution	De Anza GE	System/Institution De Anza GE
	Area(s)	• 2G5X - Approved.	Area(s) • 2G5X - Approved.
	-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.	- This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

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

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

Specifications			

Changed Field	Current Version	Proposed Version								
<p>Methods of Instruction</p>	<table border="1"> <tr> <td data-bbox="446 157 625 241">Methods of Instruction</td> <td data-bbox="641 157 1079 241">Methods of Instruction</td> </tr> <tr> <td data-bbox="446 252 625 745">Methods of Instruction</td> <td data-bbox="641 252 1079 745"> Laboratory experiments, exercises, and activities Simulation Kits, Fossil casts, puzzles, films Discussion and problem solving performed in class Collaborative projects Fieldwork and field trips (zoo, museum) Exploration of relevant bio-anthropology websites Guest speakers Discussion of assigned reading Collaborative learning and small group exercises </td> </tr> </table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Laboratory experiments, exercises, and activities Simulation Kits, Fossil casts, puzzles, films Discussion and problem solving performed in class Collaborative projects Fieldwork and field trips (zoo, museum) Exploration of relevant bio-anthropology websites Guest speakers Discussion of assigned reading Collaborative learning and small group exercises	<table border="1"> <tr> <td data-bbox="1112 157 1242 262">Methods of Instruction</td> <td data-bbox="1258 157 1534 262">Methods of Instruction</td> </tr> <tr> <td data-bbox="1112 273 1242 745">Methods of Instruction</td> <td data-bbox="1258 273 1534 745"> Laboratory experiments, exercises, and activities Simulation Kits, Fossil casts, puzzles, films Discussion and problem solving performed in class Collaborative projects Fieldwork and field trips (zoo, museum) Exploration of relevant bio-anthropology websites Guest speakers Discussion of assigned reading Collaborative learning and small group exercises </td> </tr> </table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Laboratory experiments, exercises, and activities Simulation Kits, Fossil casts, puzzles, films Discussion and problem solving performed in class Collaborative projects Fieldwork and field trips (zoo, museum) Exploration of relevant bio-anthropology websites Guest speakers Discussion of assigned reading Collaborative learning and small group exercises
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<p>! Assignments</p>	<ol style="list-style-type: none"> 1. Written: Students will complete weekly written lab assignments which will require them to use logic, critical thinking, problem solving skills and collaborative learning. 2. Students will evaluate the materials, analyze data, synthesize information, formulate conclusions and enter in their lab book/journal. 3. Readings: Students will carry out daily reading assignments from the lab manual/text 4. Verbal: Students will participate in class discussions and in small problem solving groups. The class may involve small oral presentation, individually or in groups. 5. Fieldwork: Students will engage in fieldwork and go on field trips to acquire various anthropological data and skills. 6. Preparation of exhibit material: Students will develop an educational exhibit to teach fellow students about aspects of biological anthropology 7. Participation: Students will participate in anthropology related presentations either on or off campus at nearby universities or public events 	<ol style="list-style-type: none"> 1. Written: Students will complete weekly written lab assignments which will require them to use logic, critical thinking, problem solving skills and collaborative learning. 2. Students will evaluate the materials, analyze data, synthesize information, formulate conclusions and enter in their lab book/journal. 3. Readings: Students will carry out daily reading assignments from the lab manual/text 4. Verbal: Students will participate in class discussions and in small problem solving groups. The class may involve small oral presentation, individually or in groups. 5. Fieldwork: Students will engage in fieldwork and go on field trips to acquire various anthropological data and skills. 6. Preparation of exhibit material: Students will develop an educational exhibit to teach fellow students about aspects of biological anthropology. Students also have the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. 7. Participation: Students will participate in anthropology related presentations either on or off campus at nearby universities or public events 								

Changed	Field	Current Version	Proposed Version
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Methods of Evaluation

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Weekly participation in and successful completion of lab assignments. Laboratory worksheets/assignments showing measurements, calculations, and documenting observations 2. Writing assignments involving summary, synthesis, and critical analysis of data. 3. Midterm and Final examination composed of laboratory activities, objective and/or essay questions that will require students to demonstrate the ability to describe, critically analyze information and make appropriate interpretations. 4. Students will be evaluated on the effectiveness of the educational exhibits developed

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<p>Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to: laboratory exercises, practica, quizzes, projects, and research demonstrations.</p> <p>Methods of evaluation are at the discretion of local faculty.</p> <p>Part 2: <ol style="list-style-type: none"> 1. Weekly participation in and successful completion of lab assignments. Laboratory worksheets/assignments showing measurements, calculations, and documenting observations 2. Writing assignments involving summary, synthesis, and critical analysis of data. Instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate 3. Midterm and Final examination composed of laboratory activities, objective and/or essay questions that will require students to demonstrate the ability to describe, critically analyze information and make appropriate interpretations. 4. Students will be evaluated on the effectiveness of the educational exhibits developed </p>

Essential Student Materials/Essential College Facilities

- Essential Student Materials:**
- None
- Essential College Facilities:**
- Physical Anthropology Laboratory

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- None
- Essential College Facilities:**
- Physical Anthropology Laboratory

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Date/Edition	4th ed. 2022														
ISBN	No value														
			<table border="1"> <tr> <td>Title</td> <td>No value</td> </tr> <tr> <td>Author</td> <td>Part 2:</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	Part 2:	Publisher	No value	Date/Edition	No value	ISBN	No value		
Title	No value														
Author	Part 2:														
Publisher	No value														
Date/Edition	No value														
ISBN	No value														
	Suggested Reading List	No value	No value												

Learning Outcomes

Changed	Field	Current Version	Proposed Version
1	Course Objectives	<ul style="list-style-type: none"> Apply scientific methodology to explore, the major topics in Physical Anthropology, genetics, primatology, paleoanthropology, and human biology Examine cell structure, genetics, and explores the major forces that bring about evolutionary change: natural selection, mutations, genetic drift, migration, and genetic recombination Examine and analyze the principles of inheritance and population genetics as they relate to human evolution Identify, critically examine and analyze the bones and features of the human skeleton Examine and compare the biology and behavior of non human primates with humans Evaluate the course of human evolution by examining and interpreting hominin fossil remains Examine the degree of biological variation in modern humans 	<ul style="list-style-type: none"> Part 1: <ol style="list-style-type: none"> Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions. Describe the principles of human inheritance, genetics, and evolutionary processes. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations. Part 2: <ul style="list-style-type: none"> Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions Describe the principles of human inheritance, genetics, and evolutionary processes Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations Examine and analyze the principles of inheritance and population genetics as they relate to human evolution Identify, critically examine and analyze the bones and features of the human skeleton Examine the degree of biological variation in modern humans

Changed Field

Current Version

Proposed Version

CSLOs

CSLOs	Analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.	CSLOs	Analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Evaluate human biology and culture as a response to 7 million years of evolutionary process.	CSLOs	Evaluate human biology and culture as a response to 7 million years of evolutionary process.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Evaluate biological and behavioral similarities and differences between humans and non human primates.	CSLOs	Evaluate biological and behavioral similarities and differences between humans and non human primates.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.	CSLOs	Apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Apply scientific methodology to explore, the major topics in Physical Anthropology, genetics, primatology, paleoanthropology, and human biology <ol style="list-style-type: none"> 1. Apply the scientific method by gathering data to test hypothesis 2. Differentiate between inductive and deductive reasoning to make conclusions 3. Learn to handle materials and laboratory safety procedures 2. Examine cell structure, genetics, and explores the major forces that bring about evolutionary change: natural selection, mutations, genetic drift, migration, and genetic recombination <ol style="list-style-type: none"> 1. Review cell structure and biology, DNA structure, and DNA replication 2. Examine the Karyotype of the human genome 3. Investigate the process of protein synthesis: how genes are expressed 4. Observe the processes of cell division, mitosis and meiosis 5. Examine chromosomal and point mutations 6. Examine mechanisms/forces of evolution: mutation, gene flow, genetic drift and natural selection 3. Examine and analyze the principles of inheritance and population genetics as they relate to human evolution <ol style="list-style-type: none"> 1. Explore Mendelian inheritance 2. Learn ABO, MN, Rh genetics and blood typing 3. Learn to perform pedigree analysis 4. Calculate Allele frequencies and application of the Hardy-Weinberg equilibrium 5. Take and classify basic dermatoglyphic patterns 4. Identify, critically examine and analyze the bones and features of the human skeleton <ol style="list-style-type: none"> 1. Identify major bones (cranial and post cranial) and features of the human skeleton 2. Examine the development and anatomy of bone 3. Perform basic anthropometric, osteometric, and craniometric measurements 4. Determine the age, sex, ancestry, stature, and disease from bones (forensic anthropology) 5. Comprehend rules governing study of human remains in archaeological discoveries (NAGPRA) 5. Examine and compare the biology and behavior of non human primates with humans <ol style="list-style-type: none"> 1. Examine the principles of biological classification 2. Study the taxonomy of living primates 3. Contrast and compare the anatomy of non human primates and their patterns of locomotion 4. Study the form-function relationships of specific dental complexes and locomotor complexes 5. Observe and analyze basic primate behavior patterns and social organizations 	<p>Part 1:</p> <p>Utilize laboratory activities related to lecture content in ANTH C1001. Laboratory activities will include but are not limited to:</p> <ol style="list-style-type: none"> 1. Application of the scientific method 2. Investigation of cellular biology and DNA 3. Examination of the inheritance of human traits 4. Exploration of evolutionary mechanisms 5. Investigation of human osteology and forensic anthropological methods 6. Comparative analysis of anatomical and behavioral traits of non-human primates 7. Comparative analysis of hominin fossils 8. Analysis of evidence for hominin evolution 9. Investigation into human biological variation <p>Part 2:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions <ol style="list-style-type: none"> 1. Apply the scientific method by gathering data to test hypothesis 2. Differentiate between inductive and deductive reasoning to make conclusions 3. Learn to handle materials and laboratory safety procedures 2. Describe the principles of human inheritance, genetics, and evolutionary processes <ol style="list-style-type: none"> 1. Review cell structure and biology, DNA structure, and DNA replication 2. Examine the Karyotype of the human genome 3. Investigate the process of protein synthesis: how genes are expressed 4. Observe the processes of cell division, mitosis and meiosis 5. Examine chromosomal and point mutations 6. Examine mechanisms/forces of evolution: mutation, gene flow, genetic drift and natural selection 3. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations <ol style="list-style-type: none"> 1. Contrast and compare the anatomy of non human primates and their patterns of locomotion 2. Observe and analyze basic primate behavior patterns and social organizations 3. Examine the mechanics of human bipedalism 4. Observe skeletal differences between humans and apes, and their use in interpreting hominin fossils 5. Study the application of the various geological dating techniques in calibrating human evolution 6. Describe, identify and analyze fossil casts and tools 7. Interpret behavior from artifactual material 4. Examine and analyze the principles of inheritance and population genetics as they relate to human evolution <ol style="list-style-type: none"> 1. Explore Mendelian inheritance

Changed	Field	Current Version	Proposed Version
		6. Evaluate the course of human evolution by examining and interpreting hominin fossil remains <ol style="list-style-type: none"> 1. Examine the mechanics of human bipedalism 2. Observe skeletal differences between humans and apes, and their use in interpreting hominin fossils 3. Study the application of the various geological dating techniques in calibrating human evolution 4. Describe, identify and analyze fossil casts and tools 5. Interpret behavior from artifactual material 7. Examine the degree of biological variation in modern humans <ol style="list-style-type: none"> 1. Learn techniques and procedures for measuring human biological variation using anthropometric traits, non metric traits, and dermatoglyphics. 2. Evaluate race concepts and racial classification 3. Examine biocultural adaptation and acclimatization 4. Study the impact of diet, disease and technology on health and bone 5. Discuss ethical and social issues related to variation 	2. Learn ABO, MN, Rh genetics and blood typing <ol style="list-style-type: none"> 3. Learn to perform pedigree analysis 4. Calculate Allele frequencies and application of the Hardy-Weinberg equilibrium 5. Take and classify basic dermatoglyphic patterns 5. Identify, critically examine and analyze the bones and features of the human skeleton <ol style="list-style-type: none"> 1. Identify major bones (cranial and post cranial) and features of the human skeleton 2. Examine the development and anatomy of bone 3. Perform basic anthropometric, osteometric, and craniometric measurements 4. Determine the age, sex, ancestry, stature, and disease from bones (forensic anthropology) 5. Comprehend rules governing study of human remains in archaeological discoveries (NAGPRA) 6. Examine the degree of biological variation in modern humans <ol style="list-style-type: none"> 1. Learn techniques and procedures for measuring human biological variation using anthropometric traits, non metric traits, and dermatoglyphics. 2. Evaluate race concepts and racial classification 3. Examine biocultural adaptation and acclimatization 4. Study the impact of diet, disease and technology on health and bone 5. Discuss ethical and social issues related to variation
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
!	Prerequisite(s):	ANTH D001. or ANTH D001H (either course may be taken concurrently)	None
!	Corequisite(s):	No Value	Successful completion of or concurrent enrollment in ANTH C1001
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	Anthropology as a discipline looks at humans over space and time, i.e. it is a discipline where cross cultural and diversity are at the root. The texts and articles use an anthropological approach which is holistic and culturally diverse. (Assignments - B. D.)	Anthropology as a discipline looks at humans over space and time, i.e. it is a discipline where cross cultural and diversity are at the root. The texts and articles use an anthropological approach which is holistic and culturally diverse. (Assignments - B. D.)
	Objective 2: Compose essays drawn from personal experience and assigned texts.	A written analytical term paper, field project, based on fieldwork and research. It requires supplemental reading, analysis and interpretation. In addition there are several one or two page response on current topics/issues, applying anthropology and doing analysis and interpretation (Assignemnt E)	A written analytical term paper, field project, based on fieldwork and research. It requires supplemental reading, analysis and interpretation. In addition there are several one or two page response on current topics/issues, applying anthropology and doing analysis and interpretation (Assignemnt E)
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	The written reports/journals/paper based on fieldwork and research. The written reports and papers utilize MLA format in writing the essay, citing sources and bibliography (Assignment B, E)	The written reports/journals/paper based on fieldwork and research. The written reports and papers utilize MLA format in writing the essay, citing sources and bibliography (Assignment B, E)
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	Weekly Lab reports and written responses to chapter read, current issues, or topics researched; assignments, discussion and problem solving in class; short answers and essay questions. (Assignment A, D, G)	Weekly Lab reports and written responses to chapter read, current issues, or topics researched; assignments, discussion and problem solving in class; short answers and essay questions. (Assignment A, D, G)
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	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. (Assignment C, F)	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. (Assignment C, F)

B-Matrix Form

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Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

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

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form


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

H-Matrix Form

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



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

De Anza GE Form


Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Students apply and practice scientific methods, techniques and procedures used by physical anthropologists to understand human evolution and human variation. V A, B.	Course Outline A Apply scientific methodology to explore, the major topics in Physical Anthropology, genetics, primatology, paleoanthropology, and human biology

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.)	Students work collaboratively on problems and lab experiments, work together on critical thinking questions and group presentation. V. B	Assignment A: Written: Students will complete weekly written lab assignments which will require them to use logic, critical thinking, problem solving skills and collaborative learning.
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Students use critical thinking as they participate in activities exercises and experiments that explore evolution, variation, behavior and genetics. V. D	Course Outline F: Evaluate the course of human evolution by examining and interpreting hominin fossil remains
	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.)	he course material incorporates contributions of scientists worldwide,(over all places and times) to understanding behavior in humans and non human primates in diverse groups. V C, G	Course Outline G: Examine the degree of biological variation in modern humans
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Students study adaptation, and change in biology and behavior globally and over time. V E.	Course Outline F: Evaluate the course of human evolution by examining and interpreting hominin fossil remains
	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.)	Students critically evaluate and apply the methods and theories of Physical anthropology to real world and current issues facing human groups . V G, VI E	Course Outline G: Examine the degree of biological variation in modern humans

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

CO			
Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ANTH 001L	ANTH 001L
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	 DL Approval Date (MM/DD/YYYY)	06/20/2023	No Value
	 Hybrid Approval Date (MM/DD/YYYY)	06/20/2023	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct 	<ul style="list-style-type: none"> Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct

Comments			

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 2: Department Chair	No Value	No Value					
	Stage 3: DEI	No Value						
			Date	Tab	Part - Field	Type of Edit	Edit	
			4/10/2026	Specifications	Assignments	Suggested	FOR PART 2 ONLY: Thanks for this list of assignments.Do 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. ? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box. FOR PART 2 ONLY: For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and	Y
			4/10/2026	Specifications	Methods of Evaluation	Suggested	appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y

Changed	Questions	Current Version	Proposed Version							
!	Stage 4: Articulation Officer	No Value								Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit			
			04/20/26		Specifications, Methods of Evaluation, Learning Objectives, Outline Primary Texts, Course Objectives, Course Outline	Required	and It looks like you forgot to include the template language for the sections with a Part 1. I'm sending you an email on the side with the templates and instructions. Wording from Part 1 must be copied and pasted from the template. We choose the wording for Part 2. Thank you! The title unfortunately needs to be "Biological Anthropology Lab". Even though I would argue that your title is more complete, we have to match the state template exactly. Thank you! Prerequisites should be "None" and Co-requisites should be "Successful completion of or			Y
			04/20/26	Basic Course Information	Course Title	Required	that your title is more complete, we have to match the state template exactly. Thank you! Prerequisites should be "None" and Co-requisites should be "Successful completion of or			Y
			04/20/26	Req/Adv	Prerequisites/Corequisites	Required	concurrent enrollment in ANTH C1001 or ANTH C1001H" to match the template. Thank you!			Y
!	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			
			4/23/26	De Anza GE Form	Criteria 2	Required	Please include specific written, verbal, and collaborative communication examples			Y
	Stage 6: Content Review Matrix Liaison	No Value	No Value							
	Stage 7: Dean of Online Learning	No Value	No Value							
	Stage 8: SLO Coordinator	No Value	No Value							

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ANTHD001L
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jun 20, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2029 12:00:00 AM
	External Review Approval Date	Sep 1, 2024 12:00:00 AM
	Course Control Number	CCC000501298

Articulation

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

De Anza College

Course Outline of Record Report

05/06/2026

ANTHC1001LH : Biological Anthropology Lab - Honors

General Information

Faculty Initiator:	• Ameeta Tiwana
Attachments:	Hybrid_ANTH_C1001LH_2027F.pdf Online_ANTH_C1001LH_2027F.pdf ReqAdv_G_ANTH_C1001LH_2027F_1.pdf
Course ID (CB01A and CB01B) :	ANTHC1001LH
Short Course Title:	No value
Course Title (CB02) :	Biological Anthropology Lab - Honors
Department:	ANTH - Anthropology
Effective Term:	Fall 2027
TOP Code (CB03) :	(2202.00) Anthropology
CIP Code:	(45.0201) Anthropology, General.
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	<p>Part 1: In this laboratory course, students investigate the anatomy, genetics, behavior, variation, and evolution of humans and other primates. Students apply the scientific method and use interactive exercises in this course supplement to the Introduction to Biological Anthropology lecture course. This is an honors course.</p> <p>Part 2: This course is a laboratory course in which the students apply and practice the scientific methods, techniques, and procedures used by physical anthropologists to understand human evolution, non-human primates, and human variation. Students gain practical experience and a deeper understanding by participating in lab exercises, activities, and experiments that explore human evolution, osteology, forensics, genetics, modern human variation, primate anatomy, and behavior. This is an honors course.</p>
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• Anthropology
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">• FHDA FSA - ANTHROPOLOGY

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course fulfills the laboratory class requirement for non-science majors and the biological laboratory requirement for anthropology majors. The course is UC and CSU transferable and meets the general education requirements for De Anza and Cal-GETC. The course belongs on the Liberal Arts A.A. degree. This is an honors course.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

Biological anthropology Lab 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 human variation and human evolution. They will analyze multiple anthropological perspectives—including those of women, minorities, subaltern groups, and non-Western scholars. 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. The course addresses DEI through incorporating UDL principles. Students will be given agency in assignment topics and formats. Multiple assignment types (verbal, written, creative) are also offered. Examples of Primary Texts and References - The course addresses DEI through providing

some low-cost and OER options
Methods of Instruction - The course addresses DEI through incorporating UDL principles. Multiple methods of instruction, a diverse array of instructional materials, and accessibility considerations are employed
Methods of Evaluation - The course addresses DEI through incorporating UDL principles. Multiple methods of evaluation are employed, giving students choice, agency, and multiple formats/opportunities to interact with content and demonstrate knowledge. Suggestions are also given for students to be able to revise/correct assignments and tests and to be provided with example assignments.
Course Outline – The course addresses DEI through the subject matter—bio-cultural approach in understanding human evolution and variation—and through incorporating diverse voices and perspectives and addressing issues related to biological anthropology. 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 anthropological work has historically marginalized BIPOC (Black, Indigenous, and People of Color) individuals. 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 topic in physical anthropology they want to investigate in depth, with an opportunity to revise and where appropriate examples of lab reports and exercises 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 an opportunity to revise, and resubmit lab or reports. OER option is available and Primary Texts and References meet universal design course standards and the text book if used is low cost. Anthropology courses is rooted in diversity, inclusion and equity.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

De Anza GE	Area(s)	Status	Approval Date	End Date	-
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2G5X	De Anza GE Area 5 - Natural Sciences	Pending	No value	No value	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.
Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA5C	Cal-GETC Area 5C - Science Laboratory	Pending	No value	No value	No - defined

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?
 Yes

If yes, identify the lower-division UC course and campus.
 No Value

Will the course fulfill a UC/CSU lower-division major requirement?
 No

If yes, identify the UC/CSU campus, course and major.
 No Value

Units and Hours

Summary

Minimum Credit Units	1
Maximum Credit Units	1
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04) Credit - Degree Applicable	Course Non Credit Category (CB22) Credit Course.
Course Classification Code (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

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

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Laboratory experiments, exercises, and activities Simulation Kits, Fossil casts, puzzles, films Discussion and problem solving performed in class Collaborative projects Fieldwork and field trips (zoo, museum) Exploration of relevant bio-anthropology websites Guest speakers Discussion of assigned reading Collaborative learning and small group exercises

Assignments

- A. Written: Students will complete weekly written lab assignments which will require them to use logic, critical thinking, problem solving skills and collaborative learning.
- B. Students will evaluate the materials, analyze data, synthesize information, formulate conclusions and enter in their lab book/journal.
- C. Readings: Students will carry out daily reading assignments from the lab manual/text
- D. Verbal: Students will participate in class discussions and in small problem solving groups. The class may involve small oral presentation, individually or in groups.
- E. Fieldwork: Students will engage in fieldwork and go on field trips to acquire various anthropological data and skills. Students also have the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection.
- F. Preparation of exhibit material: Students will develop an educational exhibit to teach fellow students about aspects of biological anthropology. In this field work based paper student connect course content to their own life, background, and experiences
- G. Participation: Students will participate in anthropology related presentations either on or off campus at nearby universities or public events

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Part 1:

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include, but are not limited to: laboratory exercises, practica, quizzes, projects, and research demonstrations.

Methods of evaluation are at the discretion of local faculty.

Part 2:

- A. Weekly participation in and successful completion of lab assignments. Laboratory worksheets/assignments showing measurements, calculations, and documenting observations
- B. Writing assignments involving summary, synthesis, and critical analysis of data. Instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate
- C. Midterm and Final examination composed of laboratory activities, objective and/or essay questions that will require students to demonstrate the ability to describe, critically analyze information and make appropriate interpretations.
- D. Students will be evaluated on the effectiveness of the educational exhibits developed

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Physical Anthropology Laboratory

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Part 1:	Texts can include, but are not limited to, the following:			
Shook, B., Braff, L., Nelson, K., & Aguilera, K.	Explorations Biological Anthropology Lab and Activities Manual	LibreTexts / American Anthropological	1st ed, 2021	

Association. CC BY
NC (OER).

Taylor-Hill, L.	Calculations and Palpations: An Open Invitation to Biological Anthropology Laboratory	CC BY NC SA (OER)	2025
Soluri, K. E., & Agarwal, S. C.	Laboratory Manual and Workbook for Biological Anthropology	Norton	2nd ed. 2019
Hens, S.	Method and Practice in Biological Anthropology: A Workbook and Lab Manual for Introductory Courses	Pearson	2nd ed. 2021
Walker-Pacheco, S.	Exploring Physical Anthropology: A Lab Manual and Workbook	Morton	4th ed. 2022

Part 2:

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Part 1:

1. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions.
2. Describe the principles of human inheritance, genetics, and evolutionary processes.
3. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations.

Part 2:

Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions

Describe the principles of human inheritance, genetics, and evolutionary processes

Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations

Examine and analyze the principles of inheritance and population genetics as they relate to human evolution

Identify, critically examine and analyze the bones and features of the human skeleton

Examine the degree of biological variation in modern humans

CSLOs

Analyze human biological diversity as a response to physical, biotic, socio-cultural and biological factors.	Expected SLO Performance: 0.0
Evaluate human biology and culture as a response to 7 million years of evolutionary process.	Expected SLO Performance: 0.0
Evaluate biological and behavioral similarities and differences between humans and non human primates.	Expected SLO Performance: 0.0
Apply scientific, evolutionary, holistic and a multidisciplinary approach to understand human biology and behavior.	Expected SLO Performance: 0.0

Outline

Course Outline

Part 1:

Utilize laboratory activities related to lecture content in ANTH C1001. Laboratory activities will include but are not limited to:

1. Application of the scientific method
2. Investigation of cellular biology and DNA
3. Examination of the inheritance of human traits
4. Exploration of evolutionary mechanisms
5. Investigation of human osteology and forensic anthropological methods
6. Comparative analysis of anatomical and behavioral traits of non-human primates
7. Comparative analysis of hominin fossils
8. Analysis of evidence for hominin evolution
9. Investigation into human biological variation

Part 2:

- A. Demonstrate an understanding of the scientific method and an ability to interpret data to arrive at reasoned conclusions
 1. Apply the scientific method by gathering data to test hypothesis
 2. Differentiate between inductive and deductive reasoning to make conclusions
 3. Learn to handle materials and laboratory safety procedures
- B. Describe the principles of human inheritance, genetics, and evolutionary processes
 1. Review cell structure and biology, DNA structure, and DNA replication

2. Examine the Karyotype of the human genome
 3. Investigate the process of protein synthesis: how genes are expressed
 4. Observe the processes of cell division, mitosis and meiosis
 5. Examine chromosomal and point mutations
 6. Examine mechanisms/forces of evolution: mutation, gene flow, genetic drift and natural selection
- C. Identify and compare primate and hominin species in terms of their osteological, morphological, and/or behavioral adaptations
1. Contrast and compare the anatomy of non human primates and their patterns of locomotion
 2. Study the form-function relationships of specific dental complexes and locomotor complexes
 3. Observe and analyze basic primate behavior patterns and social organization
 4. Examine the mechanics of human bipedalism
 5. Observe skeletal differences between humans and apes, and their use in interpreting hominin fossils
 6. Study the application of the various geological dating techniques in calibrating human evolution
 7. Describe, identify and analyze fossil casts and tools
 8. Interpret behavior from artifactual material
- D. Examine and analyze the principles of inheritance and population genetics as they relate to human evolution
1. Explore Mendelian inheritance
 2. Learn ABO, MN, Rh genetics and blood typing
 3. Learn to perform pedigree analysis
 4. Calculate Allele frequencies and application of the Hardy-Weinberg equilibrium
 5. Take and classify basic dermatoglyphic patterns
- E. Identify, critically examine and analyze the bones and features of the human skeleton
1. Identify major bones (cranial and post cranial) and features of the human skeleton
 2. Examine the development and anatomy of bone
 3. Perform basic anthropometric, osteometric, and craniometric measurements
 4. Determine the age, sex, ancestry, stature, and disease from bones (forensic anthropology)
 5. Comprehend rules governing study of human remains in archaeological discoveries (NAGPRA)
- F. Examine the degree of biological variation in modern humans
1. Learn techniques and procedures for measuring human biological variation using anthropometric traits, non metric traits, and dermatoglyphics.
 2. Evaluate race concepts and racial classification
 3. Examine biocultural adaptation and acclimatization
 4. Study the impact of diet, disease and technology on health and bone
 5. Discuss ethical and social issues related to variation

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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

No Value

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

No Value

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

- Units: 1
- Lab Hrs: 3
- Lab Load: .067
- Seat Ct: Not provided
- (mkct 05/06/2026)

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

None

Corequisite(s):

Successful completion of or concurrent enrollment in ANTH C1001

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

Anthropology as a discipline looks at humans over space and time, i.e. it is a discipline where cross cultural and diversity are at the root. The texts and articles use an anthropological approach which is holistic and culturally diverse. (Assignments - B, D.)

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

A written analytical term paper, field project, based on fieldwork and research. It requires supplemental reading, analysis and interpretation. In addition there are several one or two page response on current topics/issues, applying anthropology and doing analysis and interpretation (Assignment E)

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

The written reports/journals/paper based on fieldwork and research. The written reports and papers utilize MLA format in writing the essay, citing sources and bibliography (Assignment B, E)

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

Weekly Lab reports and written responses to chapter read, current issues, or topics researched; assignments, discussion and problem solving in class; short answers and essay questions. (Assignment A, D, G)

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

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. (Assignment C, F)

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

Course Outline A Apply scientific methodology to explore, the major topics in Physical Anthropology, genetics, primatology, paleoanthropology, and human biology

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.)

Course Outline B: Examine cell structure, genetics, and explores the major forces that bring about evolutionary change: natural selection, mutations, genetic drift, migration, and genetic recombination Assignments Written: Students will complete weekly written lab assignments which will require them to use logic, critical thinking, and problem solving skills. They will be working on them collaboratively.

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

Course Outline F: Evaluate the course of human evolution by examining and interpreting hominin fossil remains

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

Course Outline G: Examine the degree of biological variation in modern humans Diverse perspective and contribution will be incorporated in the study of race, biocultural adaptation and acclimatization, impact of diet, disease and technology on health and bone and social issues related to variation

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

Course Outline F: Evaluate the course of human evolution by examining and interpreting hominin fossil remains

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

Course Outline G: Examine the degree of biological variation in modern humans

Comments						
Stage 2: Department Chair						
No Value						
Stage 3: DEI						
Date	Tab	Part - Field	Type of Edit	Edit		Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2026	Specifications	Assignments	Suggested	FOR PART 2 ONLY: Thanks for this list of assignments. Do 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. ? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.		Y
4/10/2026	Specifications	Methods of Evaluation	Suggested	FOR PART 2 ONLY: For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.		Y
Stage 4: Articulation Officer						
Date	Tab	Part - Field	Type of Edit	Edit		Initiator - Indicate "Y" When Completed or Initiator's Response
04/20/26	Specifications, Learning Objectives, Outline	Methods of Evaluation, Primary Texts, Course Objectives, Course Outline	Required	It looks like you forgot to include the template language for the sections with a Part 1. I'm sending you an email on the side with the templates and instructions. Wording from Part 1 must be copied and pasted from the template. We choose the wording for Part 2. Thank you!		Y
04/20/26	Basic Course Information	Course Title	Required	The title unfortunately needs to be "Biological Anthropology Lab- Honors". We unfortunately have to match the state template exactly. Thank you!		Y
04/20/26	Req/Adv	Prerequisites/Corequisites	Required	Prerequisites should be "None" and Co-requisites should be "Successful completion of or concurrent enrollment in ANTH C1001 or ANTH C1001H" to match the template. Thank you!		Y
Stage 5: De Anza General Education						
Date	Tab	Part - Field	Type of Edit	Edit		Initiator - Indicate "Y" When Completed or Initiator's Response
4/24/26	De Anza GE form	Criteria 2	Required	Please provide details from from the course outline, assignments or methods of evaluation that show how this course fosters all three skills: oral, written and collaborative learning.		Y
4/24/26	De Anza Ge form	Criteria 4	Required	Please elaborate how this course include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives.		Y

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

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

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

05/07/2026

ANTHD003L : Archaeology Laboratory

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Lara Ghisleni Tiwana, Ameeta
Attachments:	Hybrid_ANTH_3L_2027F.pdf ReqAdv_G_ANTH_3L_2027F_1.pdf Online_ANTH_3L_2027F.pdf
Course ID (CB01A and CB01B) :	ANTHD003L
Short Course Title:	No value
Course Title (CB02) :	Archaeology Laboratory
Department:	ANTH - Anthropology
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	<p>This course introduces students to laboratory methods for recording, processing, and analyzing data collected through archaeological survey and excavation. Using an anthropological and scientific framework, students will learn how to identify, classify, catalog, interpret, and conserve artifacts and other material remains as well analyze information on archaeological site location and context. Students will also grasp the range of ethical issues related to object care and culturally diverse perspectives on heritage stewardship. Students will come away with tools to examine human behavior through the lens of material culture.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

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

FSA:

- FHDA FSA - ANTHROPOLOGY

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is CSU and UC transferable. The course fulfills the laboratory class requirement for non-science majors. The course provides a laboratory component for archaeology, one of the four major subfields of anthropology.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course**Is this a cross-listed course?**

No

Foothill Equivalency**Does the course have a Foothill equivalent?**

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

Course description – Course emphasizes ethical principles and cultural sensitivity in engaging with cultural heritage issues Assignments – Course incorporates UDL principles through offering multiple ways for students to demonstrate knowledge and providing students with choices/ flexibility Primary Texts and References – Course incorporates inclusion through offering OER options Methods of Instruction – Course incorporates UDL principles through offering multiple modes of instruction to accommodate diverse learners Methods of Evaluation – Course incorporates UDL principles through multiple modes of evaluation, offering students choice/flexibility, and suggesting that students be provided with example assignments and be offered opportunities to revise/correct assignments/exams Outline – Course emphasizes the cultivation of an ethical approach to archaeological practice, including Indigenous sovereignty, care and repatriation of objects, community-based research, and social justice

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

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

UC Santa Cruz ANTH 97: Laboratory Safety Practicum. "Covers laboratory health and safety and standard operating procedures within the anthropology laboratories. Prepares students for future laboratory research activities while providing support of laboratory administration, collections management, and laboratory course demonstration needs. Enrollment by application." <https://catalog.ucsc.edu/en/2023-2024/general-catalog/courses/anth-anthropology/lower-division/anth-97>

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	1
Maximum Credit Units	1
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

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

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value

No Value

No Value

No Value

SKIP

No Value

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

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
 Collaborative and/or individual projects
 Collections, such as artifacts, bone casts, faunal (animal), and/or flora (plant) remains
 Discussion and problem-solving performed in class
 Discussion of assigned reading
 Field observation and field trips (archaeological sites, museums, history centers, archives)
 Guest speakers
 Exploration of relevant archaeology websites
 Laboratory activities, exercises, and/or experiments
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly
 laboratory exercises
 Lecture and visual aids
 Quiz and examination review performed in class
 Simulation kits, games/puzzles, films

Assignments

- A. Verbal: Students will participate in class discussions and in small problem solving groups. The class may involve small oral presentations, individually or in groups.
- B. Readings: Students will carry out weekly reading assignments from the lab manual/text. Students may be given options to review recorded lectures and/or media. Readings/ recorded material may include case studies or other material connected to California archaeology or students' own communities and backgrounds
- C. Written: Students will complete regular written lab assignments which will require them to use logic, critical thinking, problem solving skills, and collaborative learning and note-taking. Students may be given options to complete some assignments in video, audio, or visual formats.
- D. Written: Students will evaluate archaeological evidence, analyze data, synthesize information, formulate conclusions, and enter analyses in their lab book/journal. Students may be given options to complete some lab journals in video, audio, or visual formats. Exercises and/or journals may involve reflecting on connections between archaeology and students' own lives and backgrounds
- E. Fieldwork: Students may engage in fieldwork and/or go on field trips to acquire various archaeological data and skills. Fieldwork may involve collaboration with community stakeholders as well as opportunities for students to collect data and apply archaeological techniques relevant to their own lives and experiences
- F. Projects: Students may complete individual or collaborative projects with original analysis or interpretation of data, such as exhibitions, 3D artifact reconstructions, site reports, virtual site or museum tours, collections catalogs, artifact databases, or GIS (Geographic Information System) analyses. Projects may involve consultation or collaboration with community stakeholders. Projects may also involve applying archaeological techniques to datasets, questions, and topics connected to students' own lives, experiences, or communities.
- G. Preparation of exhibit material: Students may be asked to develop an educational exhibit to teach fellow students about aspects of archaeology
- H. Participation: Students may participate in archaeology-related presentations either on or off campus at nearby universities or public events

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

A. Weekly participation in and successful completion of lab assignments. Laboratory worksheets/assignments documenting

observations, showing measurements, calculations, illustrations, and/or photographs

- B. Written, video, audio, and/or visual projects involving use of laboratory techniques to summarize, synthesize, and critically analyze data. Students may be presented with models of successful projects
- C. Midterm and Final examination composed of laboratory activities, objective and/or essay questions that will require students to demonstrate the ability to describe, critically analyze information and make appropriate interpretation.
- D. Students may be given practice exercises, quizzes, or assignments, may be provided with example assignments, and may be offered opportunities to revise/correct assessments

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Archaeology Laboratory
- ArcGIS Software

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Sutton, Mark Q., and Arkush, Brooke S.	Archaeological Laboratory Methods: An Introduction	Kendall Hunt Publishing	2019/7th	9781524996024
Homsey-Messer, Lara, Tracy Michaud, Angela Lockard Reed, and Victoria Bobo	Experiencing Archaeology: A Laboratory Manual of Classroom Activities, Demonstrations, and Minilabs for Introductory Archaeology	Berghahn Books	2019	978-1-78920-349-3
Paskey, Amanda Wolcott, and AnnMarie Beasley Cisneros	Digging into Archaeology: A Brief OER Introduction to Archaeology with Activities	Academic Senate for California Community Colleges Open Educational Resources Initiative, CC BY-NC. https://asccc-oeri.org/wp-content/uploads/2020/06/OER-Introduction-to-Archaeology_Final_4_29.pdf	2020	
Banning, Edward B.	The Archaeologist's Laboratory: The Analysis of Archaeological Evidence	Springer	2020/ 2nd edition	978-3-030-47990-9

Stone, Tammy	Introduction to Archaeology Laboratory Manual	Kendall Hunt	2014	9781465277688
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Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Apply the scientific method and anthropological perspectives to laboratory processing in archaeology

Identify, describe, and classify common forms of evidence found at archaeological sites, such as artifacts, bones, animal and plant remains, and features

Use laboratory techniques and software to analyze and model human behavior and lifeways from artifacts, features, and site contexts

Catalog, conserve, and manage archaeological collections

Cultivate ethical and engaged archaeological practice and interpretation

CSLOs

Work in teams to identify, describe, classify, and catalog artifacts and other forms of archaeological data Expected SLO Performance: 0.0

Explain how material evidence and archaeology laboratory techniques can be used to understand peoples' lifeways and environments
Expected SLO Performance: 0.0

Handle, interpret, and/or care for cultural heritage in accordance with archaeological ethics principles Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Apply the scientific method and anthropological perspectives to laboratory processing in archaeology
 - 1. Practice laboratory safety procedures and handling of materials
 - 2. Apply the scientific method by using data to test hypotheses
 - 3. Relate material evidence to larger anthropological concepts and concerns, such as holism, culture, human diversity, and cross-cultural comparison
- B. Identify, describe, and classify common forms of evidence found at archaeological sites, such as artifacts, bones, animal and plant remains, and features
 - 1. Document evidence through observations, illustrations, and/or photographs

2. Characterize different material types, including ceramics (pottery), lithics (stone), shell, perishable materials (e.g., wood, textiles), and/or historic materials (e.g., metal, glass)
 3. Observe and record object dimensions, residue, use-wear, and/or modes of manufacture
 4. Identify bones and characterize faunal (animal) and flora (plant) remains
 5. Create artifact typologies (archaeological classification schemes) to identify patterns and meaning in evidence
- C. Use laboratory techniques and software to analyze and model human behavior and lifeways from artifacts, features, and site contexts
1. Select relevant laboratory techniques for particular types of evidence and research questions (e.g., use-wear, seriation)
 2. Use software to construct 3D models (photogrammetry) for preservation and analysis
 3. Construct and/or interpret site stratigraphic profiles, chronology, and plans
 4. Create relational databases for artifact analysis
 5. Use GIS (Geographic information Systems) to create maps and analyze data
- D. Catalog, conserve, and manage archaeological collections
1. Learn the basics of artifact processing and curation, including washing, labeling, record-keeping, and inventory control in accordance with state and federal guidelines
 2. Describe factors affecting storage, preservation, conservation, display, and public access considerations
 3. Explain the importance of archaeological context (provenance)
 4. Explore culturally diverse modes of heritage preservation and cultural resource management
- E. Cultivate ethical and engaged archaeological practice and interpretation
1. Relate laboratory processing to ongoing ethical considerations in archaeology and cultural heritage management, such as the impacts of colonization, Indigenous peoples' sovereignty and heritage rights, repatriation (return) of cultural heritage and human remains, and community-based research
 2. Evaluate NAGPRA (Native American Graves Protection and Repatriation Act) procedure and compliance
 3. Recognize the role of community stakeholders in archaeological practice
 4. Select culturally sensitive laboratory techniques
 5. Interpret archaeological evidence with respect to questions of diversity, identity, and inequality, considering factors such as race, ethnicity, nationality, gender, sexuality, and class, among others
 6. Relate archaeological practice to lived experiences and contemporary, real-world issues, at local, national, and global levels

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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

No Value

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

No Value

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

- Units: 1
- Lab Hrs: 3
- Lab Load: .067
- Seat Ct: 25
- (mkct 05/07/2026)

Req/Adv

Prerequisite(s):

ANTH D003., prior or concurrent

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

Anthropology as a discipline looks at humans over space and time, i.e. it is a discipline where cross cultural and diversity are at the root. The texts and articles use an anthropological approach which is holistic and culturally diverse. (Assignments - B)

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

Students will have written assignments in the form of lab exercises, reports, and/or fieldwork projects, where they will be asked to apply knowledge from readings to hands-on analysis. Students will also relate the material to their own lived experiences. (Assignments - B, E, F; Course Outline - E.)

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

The written assignments utilize MLA format in writing the essay, citing sources, and bibliography (Assignments - B, E, F)

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

Weekly lab reports; written responses to chapters read, current issues, or topics researched; exercises, discussion, and problem solving in class; short answers and essay questions. (Assignments - A, C, D, F)

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

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. (Assignments - A, E, F, G)

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/26		Specifications	2 more references of Primary texts	Required	Y
3?26		Specifications	For GIS any student or college materials	Recommended	Y

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/10/2026 Specifications Assignments Suggested Do any assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. Y, revisions made to Assignments B, D, E & F (under Specifications)

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/30/2026	Basic Course Information	Proposed Details - Attachments	Required	The "Hybrid" form is using the Online Course Delivery form. Please use the Hybrid Course Delivery form instead. The Online Course Delivery form is correct and no changes are required.	Y, uploaded the Hybrid Course Delivery form.

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

05/07/2026

ANTHD009. : Anthropology of Gender

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Lara Ghisleni Tiwana, Ameeta
Attachments:	Hybrid_ANTH_9_2027F.pdf Online_ANTH_9_2027F.pdf
Course ID (CB01A and CB01B) :	ANTHD009.
Short Course Title:	No value
Course Title (CB02) :	Anthropology of Gender
Department:	ANTH - Anthropology
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces students to anthropological perspectives on gender from a cross-cultural and comparative framework. Students will analyze gender and sexuality through the lens of each major subfield of anthropology—cultural, biological, archaeological, and linguistic. Relating gender to aspects of culture, economics, and politics, students will critically examine taken-for-granted gender norms and discuss variation in constructs of gender and sexuality, from human evolutionary origins to contemporary cultures. Students will also investigate how gender, gender inequality, and resistance to inequality intersect with large-scale systems such as colonialism and globalization. Students will gain the knowledge and skills to analyze gender as a social construction and evaluate gender norms in their own lives and diverse cultural contexts.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• Anthropology
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">• FHDA FSA - ANTHROPOLOGY

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is a major preparation requirement for both CSU and UC in the discipline of anthropology. It meets a general education requirement for De Anza and Cal-GETC. The course focuses on cross-cultural understandings of gender, an essential contribution to anthropology's study of human diversity.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

Course Description - The course addresses DEI by examining cross-cultural diversity in gender constructs
 Assignments - The course addresses DEI through incorporating UDL principles. Students will be given agency in assignment topics and formats. Multiple assignment types (verbal, written, creative) are also offered
 Examples of Primary Texts and References - The course addresses DEI through providing some low-cost and OER options
 Methods of Instruction - The course addresses DEI through incorporating UDL principles. Multiple methods of instruction, a diverse array of instructional materials, and accessibility considerations are employed
 Methods of Evaluation - The course addresses DEI through incorporating UDL principles. Multiple methods of evaluation are employed, giving students choice, agency, and multiple formats/opportunities to interact with content and demonstrate knowledge. Suggestions are also given for students to be able to revise/correct assignments and tests and to be provided with

example assignments. Course Outline – The course addresses DEI through the subject matter—cross-cultural examination of gender diversity—and through incorporating diverse voices and perspectives and addressing issues related to gender inequality and equity.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

Cal-GETC

Area(s)

Status

Approval Date

End Date

-

CA4X

Cal-GETC Area 4 - Social and Behavioral Sciences

Pending

No value

No value

No - defined.

De Anza GE

Area(s)

Status

Approval Date

End Date

-

2G4X

De Anza GE Area 4 - Social and Behavioral Sciences

Pending

No value

No value

No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

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

UCLA SOC GEN M72A. (Same as Communication M72A, Clusters M72A, and Sociology M72A.) Lecture, three hours; discussion, two hours. Course M72A is enforced requisite to M72B, which is enforced requisite to M72CW. Limited to first-year freshmen. Examination of many ways in which sex and sexual identity shape and are shaped by biological and social forces, approached from complementary perspectives of anthropology, biology, medicine, and sociology. Specific topics include biological origins of sex differences, intersex, gender identity, gender inequality, homosexuality, sex differences, sex/gender and law, and politics of sex research. Letter grading. <https://catalog.registrar.ucla.edu/course/2023/socgenm72a?siteYear=2023>

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

No

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

No Value

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	

NA Hours	0	0	Lecture	48
			Laboratory	0
			NA	0
			Total	48
Course Out-of-Class Hours				
			Lecture	96
			Laboratory	0
			NA	0
			Total	96

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

SKIP
No Value

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Collaborative learning and small group exercises Collaborative projects Discussion and problem-solving performed in class Discussion of assigned reading Field observation and field trips Field research experience which involves students in formal exercises of data collection and analysis Guest speakers Homework and extended projects In-class essays In-class exploration of internet sites Lecture and visual aids Quiz and examination review performed in class
Assignments	
A. Verbal	1. Small group discussion of course content 2. Individual and/or small group presentations based on field work and/or other forms of research conducted on topics related to gender in anthropology

3. In-class discussion and debates on ethical issues, news, and current events related to anthropology and gender
 4. Student facilitation of classroom discussions under instructor's supervision (instructor's option)
- B. Reading
1. Synthesis of assigned readings from the required texts and other sources (videos, films, media, web-based interactives)
 2. Suggested supplemental readings. Readings may involve case studies and other materials connected to students' own lives, backgrounds, and communities
- C. Writing
1. Field project: A comprehensive paper or project video, audio, or visual format in which students employ anthropological field methods (e.g., participant observation, interviews, and/or the collection of oral/life histories) to observe, describe, and analyze a topic related to anthropology and gender
 2. Assignments involving critical analysis of current literature, articles, ethnographic films, videos, material culture, or web-based resources within the realm of anthropology and gender. Projects/assignments may include connections to students' own lives and/or communities
 3. Substantive response reflections or papers on issues related to anthropology and gender explored through classroom materials and readings. Students will be asked to reflect on the connections between course content and their own experiences and backgrounds
- D. Preparation of exhibit material:
1. Students may be asked to develop an educational exhibit to teach fellow students about aspects of anthropology and gender

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Multiple choice questions designed to test for basic subject and topical competency. Students may be given options to correct quizzes/tests
- B. Reading responses that demonstrate basic comprehension, critique, and synthesis of course reading and other assigned materials
- C. 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 evidence, knowledge, concepts, and theory. Students may be given options to revise/correct examinations
- D. 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 analyses field data; completed projects demonstrate the student's growth in synthesizing and analyzing ethnographic data anthropologically. Students may be given options about which topic(s) to choose and may be given options about project format (written, video, audio, visual). Students may be given options to revise papers/projects
- E. Participation in and contribution toward classroom discussions and analytical collaborative group work involving comparative source materials
- F. Individual or group presentations that demonstrate ability to present data and data analysis in a logical, engaging oral and visual format
- G. Design and develop posters or exhibits on gender roles and identities, cross-cultural comparison in gender constructs, or how gender relates to larger social institutions and global dynamics. Exhibits will be assessed using questionnaires, surveys, interviews, and or informal conversations
- H. Students may be provided with example assignments to promote student success

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Mascia-Lees, Frances E., and Nancy Johnson Black	Gender and Anthropology	Waveland Press, Inc.	2017/ 2nd edition	978-1-4786-3416-4
Fernandez, Nadine T., and Katie Nelson	Gendered Lives: Global Issues	Milne Open Textbooks. https://open.umn.edu/opentextbooks/textbooks/gendered-lives-global-issues	2021	
Brettell, Caroline B., and Carolyn F. Sargent	Gender in Cross-Cultural Perspective	ROUTLEDGE	2017/ 7th edition	978-1138216648
Kang, Miliann, Donovan Lessard, Laura Heston, and Sonny Nordmarken	Introduction to Women, Gender, Sexuality Studies	University of Massachusetts Amherst Libraries. https://openbooks.library.umass.edu/introwgss/	2017	978-1-945764-02-8
Amory, Deborah P., Sean G. Massey, Jennifer Miller, and Allison P. Brown	Introduction to LGBTQ+ Studies: A Cross-Disciplinary Approach	State University of New York Press. https://open.umn.edu/opentextbooks/textbooks/introduction-to-lgbtq-studies-a-cross-disciplinary-approach	2022. Last Update: 2023.	9781438491707

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Analyze gender from anthropological perspectives and approaches in a global context

Examine gender from the lens of the four major subfields of anthropology: cultural, linguistic, biological, and archaeological

Examine how gender intersects with race, ethnicity, nationality, sexuality, and class, among other factors

Analyze gender inequality and relations of power

Appraise how anthropological knowledge and insights can be applied to contemporary issues surrounding gender and sexuality, from local to national to global scales

CSLOs

Explain gender as a cultural construct and an organizing structure of social life from a holistic, multidisciplinary, and comparative perspective Expected SLO Performance: 0.0

Analyze cross-cultural diversity in gender identities, roles, and systems Expected SLO Performance: 0.0

Analyze gender in relation to sexuality, race, ethnicity, class, and other systems of inequality and social institutions Expected SLO Performance: 0.0

Evaluate the role of gender, culture, and power in one's own culture, life circumstances, and lived experiences within concepts and content presented in the course Expected SLO Performance: 0.0

Outline

Course Outline

- A. Analyze gender from anthropological perspectives and approaches in a global context
 1. Explore gender from a holistic, cross-cultural, and comparative lens, within the anthropological framework of cultural relativism
 2. Gain a sense of the history of the study of gender in the field of anthropology, and the theories and methods anthropologists use to study gender
 3. Analyze gender as an organizing principle of social life
 4. Explain gender as a cultural construction
 5. Relate individual gender roles, identities, and circumstances to larger cultural norms, values, institutions (e.g., the family, economy, politics, religion), and ideologies
 6. Situate gender, gender constructs, and gender inequality within larger social, economic, and political systems and processes, including colonialism, the world economy, and globalization
- B. Examine gender from the lens of the four major subfields of anthropology: cultural, linguistic, biological, and archaeological
 1. Examine gender enculturation (how people learn gender constructs)
 2. Examine diversity in gender and sexuality constructs, norms, roles, language practices, values, institutions, and ideologies across cultures and regions
 - a. Division of labor
 - b. Transgender, nonbinary, third/fourth genders, and other multiple gender/nonbinary identities
 3. Evaluate the relationship between gender and biology from a biocultural lens
 4. Explore gender and human evolution
 5. Explore the diversity of past constructs of gender and sexuality
- C. Examine how gender intersects with race, ethnicity, nationality, sexuality, and class, among other factors
 1. Analyze gender through the framework of intersectionality
 2. Explore various feminist approaches in anthropology, including Indigenous, Black, and women of color feminisms
 3. Explore queer approaches to gender, sexuality, and other social categories in anthropology
- D. Analyze gender inequality and relations of power
 1. Examine gendered systems of power and inequality such as patriarchy and heteronormativity, and their relationship to overarching structures like economic inequality and racism
 2. Explore separate spheres, such as public/private divides, as an operation of gendered power
 3. Critically evaluate dominant narratives and structures around gender inequality
 4. Explore resistance to gendered systems of power
- E. Appraise how anthropological knowledge and insights can be applied to contemporary issues surrounding gender and sexuality, from local to national to global scales
 1. Apply concepts to evaluate how gender shapes lived experiences, enculturation, and interactions with cultural norms and institutions

2. Relate gender to current issues, news, and global events

- a. Topics may include gender and globalization, migration, economy, climate, medicine, religion, representation, violence, warfare, social movements, social justice, decolonization and liberation movements, gender equity, among others

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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

No Value

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

No Value

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

- Units: 4
- Lec Hrs: 4
- Lec Load: .125
- Seat Ct: 50
- (mkct 05/07/2026)

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

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

The course studies anthropological approaches to gender from a cross-cultural perspective. Texts that are culturally and rhetorically diverse are at the root of the subject. (Course Outline B2, C; Assignments B)

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

Students are encouraged to connect course content and texts to their own lived experiences. (Course Outline E1, E2; Assignments A, B, C)

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

Written fieldwork reports and papers utilize MLA format in writing the essay, citing sources, and bibliography (Assignments C)

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

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 (Assignments A, C, D)

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

Multiple perspectives and ways of being are central to anthropology and to an anthropology of gender course. Examining cross-cultural diversity in gender roles, participating in in-class discussion and debates, undertaking fieldwork, and preparing exhibit material achieve Objective 5 (Course Outline A1, B2, C; Assignments A, B, C, D)

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

Students will approach gender from a holistic and comparative perspective within the framework of cultural relativism, all core concepts of anthropology. Course Outline A & A1: Analyze gender from anthropological perspectives and approaches in a global context 1. Explore gender from a holistic, cross-cultural, and comparative lens, within the anthropological framework of cultural relativism

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.)

Students will participate in group discussion. Students will produce written responses to readings or other course content. Students will collaborate through group discussion and other group assignments. Assignments A: Small group discussion of course content. Assignments C: Substantive response reflections or papers on issues related to anthropology and gender explored through classroom materials and readings. Methods of Evaluation F: Individual or group presentations that demonstrate ability to present data and data analysis in a logical, engaging oral and visual format

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

Students use critical thinking to understand gender as a cultural construction, compare and contrast constructs of gender across cultures, and relate gender to larger societal systems. Students also employ critical thinking to synthesize material and generate insights through fieldwork, group discussion, and written assignments. Outline A3: Explain gender as a cultural construction. Outline B2: Examine diversity in gender and sexuality constructs, norms, roles, language practices, values, institutions, and ideologies across cultures and regions. Outline A5: Relate individual gender roles, identities, and circumstances to larger cultural norms, values, institutions (e.g., the family, economy, politics, religion), and ideologies. Assignments C1: Field project: A comprehensive paper or project video, audio, or visual format in which students employ anthropological field methods (e.g., participant observation, interviews, and/or the collection of oral/life histories) to observe, describe, and analyze a topic related to gender. Methods of Evaluation E: Participation in and contribution toward classroom discussions and analytical collaborative group work involving comparative source materials. Assignments C3: Substantive response reflections or papers on issues related to anthropology and gender explored through classroom materials and readings.

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

The subject matter of the course itself is grounded in gender, culture, values, and societal perspectives, as it is a course on diverse constructs of gender across cultures and through time. In addition, the course explores diverse perspectives and marginalized voices. Outline B2: Examine diversity in gender and sexuality constructs, norms, roles, language practices, values, institutions, and ideologies across cultures and regions. Outline B5: Explore the diversity of past constructs of gender and sexuality. Outline C2: Explore various feminist approaches in anthropology, including Indigenous, Black, and women of color feminisms. Outline C3: Explore queer approaches to gender, sexuality, and other social categories in anthropology.

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

Students analyze gender in a global and historical context. The course covers human evolution, gender and archaeology, discusses historical approaches to the study of gender in anthropology, and considers how gender connects to macro processes like colonization and globalization. Outline B4: Explore gender and human evolution. Outline B5: Explore the diversity of past constructs of gender and sexuality. Outline A2: Gain a sense of the history of the study of gender in the field of anthropology, and the theories and methods anthropologists use to study gender. Outline A6: Situate gender, gender constructs, and gender inequality within larger social, economic, and political systems and processes, including colonialism, the world economy, and globalization

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

Students use real-world or hands-on applications through participating in their own fieldwork projects, preparing exhibit material, and engaging in discussion on real-world issues. Assignments C: Field project: A comprehensive paper or project video, audio, or visual format in which students employ anthropological field methods (e.g., participant observation, interviews, and/or the collection of oral/life histories) to observe, describe, and analyze a topic related to gender. Assignments C: Students may be asked to develop an educational exhibit to teach fellow students about aspects of anthropology and gender. Outline E: Appraise how anthropological knowledge and insights can be applied to contemporary issues surrounding gender and sexuality, from local to national to global scales.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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4/10/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y, added sentence in course description (under Basic Course Information)
4/10/2026	Specifications	Assignments	Suggested	Do any assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y, revised Assignments B2, C2 & C3 (under Specifications)

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

No Value

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/3/2026	Learning Outcomes	CSLO #3	Suggested	Develop an understanding of cross-cultural diversity in gender identities, roles, and systems. In accordance with the desire for SLOs to be measurable, begin with a strong Bloom's Taxonomy verb. Analyze cross-cultural diversity in gender identities, roles, and systems.	Y, changed to Analyze cross-cultural diversity in gender identities, roles, and systems
5/3/2026	Learning Outcomes	CSLO #4	Required	Relate course concepts and content to evaluate the role of gender, culture, and power in one's own culture, life circumstances, and lived experiences Student learning Outcome needs to begin with a Bloom's Taxonomy verb. Suggestion: Evaluate the role of gender, culture, and power in one's own culture, life circumstances, and lived experiences. OR Evaluate the role of gender, culture, and power in one's own culture, life circumstances, and lived experiences within concepts and content presented in the course.	Y, changed to Evaluate the role of gender, culture, and power in one's own culture, life circumstances, and lived experiences within concepts and content presented in the course

Stage 10: Curriculum Committee

No Value

CO
Sort ID (00 < 10; 0 < 100) No Value
Course Status No Value
Course Characteristics No Value
Cross-Listed/Related Course Information No Value
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) No Value
Curriculum Office Notes No Value

De Anza College

Course Outline of Record Report

05/08/2026

ASAMD035. : Introduction to Sikh Studies

General Information

Faculty Initiator:	• Bianca Ling
Attachments:	Hybrid_ASAM_35_2027F.pdf
Course ID (CB01A and CB01B) :	ASAMD035.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Sikh Studies
Department:	ASAM - Asian American Studies
Effective Term:	Fall 2027
TOP Code (CB03) :	(2201.90) Social Justice: Asian American Studies
CIP Code:	(05.0206) Asian-American Studies.
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces Sikh culture, traditions, practices and communities through social and political history, identity formation, and the contemporary lived experiences of global Sikh communities. Students examine the formation of Sikh communities from the time of Guru Nanak to contemporary global Sikh diasporas, particularly Sikh Americans, with attention to identity, gender, caste, migration, politics, and representation. Specific attention is paid to the Sikh diaspora community in the United States and in California in particular, including comparative perspectives with respect to other communities, including Asian Americans, other diasporic communities, and to other religious and cultural groups. Course materials include translated primary sources, academic scholarship, visual media, and community-based learning.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Asian American Studies
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ETHNIC STUDIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This stand-alone, UC/CSU transferable course provides an introduction and analysis of the world's fifth largest organized religion and Sikh communities around the world. This course fulfills Cal-GETC Area 4.

Stand-Alone Statement

Stand-Alone Statement

This course will be aligned with a certificate program in the near future.

Course Philosophy

Course Philosophy

This interdisciplinary course uses Ethnic Studies and Asian American Studies methods and a variety of course materials including translated primary sources, academic scholarship, visual media, and community-based learning.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course**Is this a cross-listed course?**

No

Foothill Equivalency**Does the course have a Foothill equivalent?**

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

Course outline and topics address communities and fields of studies often overlooked in other disciplines (religious studies, South Asian Studies, Asian American Studies). Course materials and outline will be accessible via Canvas in multiple modes where possible: with closed captioning or transcripts for video or audio materials, and formatted for OCR for written materials, particularly primary texts. Textbook is low cost, and other materials will be provided via the De Anza library. Materials are in accessible language. Written assignments may be submitted using text-to-speech tools or as video presentations; quizzes or papers can be extended for extra time as needed or requested. Primary texts will be accessible online. Hybrid modality allows for a variety of learning styles.

Course Development Options

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none"> Letter Grade Pass/No Pass
Repeat Limit 0	Course Prior To College Level Not applicable.	Repeatability Statement No value
Course Support Status (CB26) Course is not a support course		

Associated Programs		
<input type="checkbox"/> Course is part of a program		
Associated Program No value	Award Type No value	Active

Transferability & Gen. Ed. Options					
Course General Education Status (CB25) Y					
Transferability (CB05) Transferable to both UC and CSU			Transferability Status Pending		
Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA4X	Cal-GETC Area 4 - Social and Behavioral Sciences	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement
Will the course be UC transferable? Yes
If yes, identify the lower-division UC course and campus. UC Irvine, Religious Studies (or Anthropology) 60, Global Themes in Sikh Studies.
Will the course fulfill a UC/CSU lower-division major requirement? No

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

No Value

Units and Hours

Summary

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

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

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

Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Discussion of assigned reading or materials
 In-class discussion and analysis of speaker-led topics
 Homework such as reflection journals and analyses of religious texts or cultural productions
 Collaborative projects and small group exercises, including a final project addressing contemporary issues
 Guest speakers, including representatives from local organizations, will present information on current topics and events to encourage community engagement and demonstrate linkages between the classroom and community

Assignments

A. Homework

1. Read materials and prepare for in-class speakers, lectures, discussion and activities

B. Written Assignments (examples will be provided)

1. Short reflection journals analyzing and applying course concepts, including to their own experiences
2. In-class writing exercises

C. Collaborative Projects or Presentations

1. In-class analysis or problem-solving exercises
2. Presentation of one weekly topic
3. Final research paper applying key principles or course concepts (example papers projects will be provided)

D. Quizzes

1. Short quizzes on reading or lecture materials

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Attendance and active class participation, with activities designed to give students a chance to build community with each other, and reflect on how course concepts apply to their own lives
- B. Instructor-led or speaker-led discussions to promote civil discourse, debate, community engagement and deeper reflection as a group
- C. Written reflection papers analyzing course materials such as texts or cultural productions, demonstrating ability to analyze texts, compare course ideas, and develop insights
- D. Group presentation(s) allowing students to prepare a topic in-depth and lead discussion

E. Final research paper analyzing philosophies and ideals or current issues within Sikh communities and proposing solutions

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Nikky-Guninder Kaur Singh	Sikhism: An Introduction	IB Tauris	2011	9780857719621
Opinderjit Kaur Takhar, Doris R. Jakobsh, eds.	Global Sikhs: Histories, Practices and Identities	Routledge	2024, 1st Edition	9781032251578
Katy Pal Sian and Rita Kaur Dhamoon	Decolonizing Sikh Studies: A Feminist Manifesto	Journal of World Philosophies	2020	
Harleen Kaur	Making Citizenship, Becoming Citizens: How Sikh Punjabis Shaped the Exclusionary Politics of Belonging	Amerasia Journal	46 (1): 107-22, 2020	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Identify and analyze the historical, philosophical, and social development of Sikhs, Sikhism, and Sikh communities through comparative social analysis and Asian American Studies frameworks

Examine Sikh Studies as an interdisciplinary field within Asian American Studies and Ethnic Studies, and apply relevant critical and analytical frameworks from Asian American Studies, Ethnic Studies, and South Asian Studies

Apply theory and knowledge produced by Sikhs to describe and explain the critical events, histories, cultures, intellectual traditions, contribution, lived-experiences, and social struggles of Sikhs in Punjab, around the world, and particularly in the United States, with a particular emphasis on agency and group-affirmation

Critically analyze the intersection of race and racism as they relate to class, caste, gender, sexuality, religion, national origin, immigration status ability, and/or sovereignty in Sikh diasporic communities, with particular attention to the U.S. and California

Examine and compare Sikh social movements throughout history and globally, with emphasis on struggles for self-determination and independence, resistance, decolonization, racial and social justice, solidarity and liberation

CSLOs

Demonstrate understanding of race and racism, racialization, ethnicity, equity, ethnocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, and anti-colonialism in relation to Sikhs in Punjab and its diaspora

Expected SLO Performance: 0.0

Analyze the social impact of key Sikh values on social movements in South Asia and throughout the world and compare the community engagement of Sikhs to other religious or ethnic groups, particularly in the U.S.

Expected SLO Performance: 0.0

Describe the critical events, histories, cultures, and social struggles of the Punjab and South Asia regions and the resulting impact

Expected SLO Performance: 0.0

Analyze and demonstrate understanding of struggles and resistance, racial and social justice, and social movements in historical and contemporary Sikh communities, and their contributions to discourse on race and religion

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Identify and analyze the historical, philosophical, and social development of Sikhs, Sikhism, and Sikh communities through comparative social analysis and Asian American Studies frameworks
 1. Consider basic doctrines, identity, origins, and background on Punjab region
 2. Analyze Sikh beliefs in the context and development of historical and diasporic Sikh communities
 3. Describe the founding and early evolution of Sikhism and Sikh communities in South Asia
- B. Examine Sikh Studies as an interdisciplinary field within Asian American Studies and Ethnic Studies, and apply relevant critical and analytical frameworks from Asian American Studies, Ethnic Studies, and South Asian Studies
 1. Evaluate Sikh communities through the lenses of critical race theory and postcolonial studies, with attention to racial formation, white supremacy, ethnocentrism, and colonialism
 2. Analyze constructs of gender through intersectional feminist theory
 3. Apply diaspora and global studies concepts and theories
- C. Apply theory and knowledge produced by Sikhs to describe and explain the critical events, histories, cultures, intellectual traditions, contribution, lived-experiences, and social struggles of Sikhs in Punjab, around the world, and particularly in the United States, with an emphasis on agency and group-affirmation
 1. Assess Sikh communities: formation of political, social and religious institutions
 2. Consider Sikh cultural productions: music, art, literature in context
- D. Critically analyze the intersection of race and racism as they relate to class, caste, gender, sexuality, religion, national origin, immigration status ability, and/or sovereignty in Sikh diasporic communities, with particular attention to the U.S. and California
 1. Compare and analyze Sikh communities around the world
 2. Identify the contributions and issues of Sikh communities in California and in the US with respect to definitions of race, belonging, and citizenship
 3. Describe how struggle, resistance, racial and social justice, solidarity, and liberation are experienced and enacted by Sikh American communities and inform their engagement with other marginalized communities, including other Asian American, Latinx, Black, and indigenous communities in California.
 4. Examine the racialization of Sikh Americans and the impacts of race, racism, and religious discrimination on Sikh Americans post-9/11

- E. Examine and compare Sikh social movements throughout history and globally, with emphasis on struggles for self-determination and independence, resistance, decolonization, racial and social justice, solidarity and liberation
1. Analyze historical social justice, collective action, independence and movements in the Sikh diaspora
 2. Compare and analyze current Sikh movements for self-determination in the context of U.S. and global struggles for independence and against settler colonialism
 3. Evaluate the impact of Sikh socio-political ideologies in comparison to other groups in global social justice movements and collective actions

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

UC Irvine, REL STD 60. Global Themes in Sikh Studies. 4 Units. (Also ANTHRO 60) Serves as an introduction to Sikhism and the field of Sikh Studies. Examines the development of the religious tradition and the formation of the scholarly field of Sikh Studies in the contemporary Western university.

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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

No Value

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

No Value

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

- Units: 4
- Lec Hrs: 4
- Lec Load: .089
- Seat Ct: 30
- (mkct 05/08/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse. Course Outline A, B.2, B.3, C, D, E Methods of Evaluation B Critically and comparatively analyze and discuss the social, philosophical, and historical development of Sikh communities throughout the world, in particular South Asia and the United States, using sources created by Sikhs themselves in addition to applying theoretical and ideological lenses from Asian American Studies and Ethnic Studies.

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

Objective 2: Compose essays drawn from personal experience and assigned texts. Assignments B, Methods of Evaluation C Consider and reflect on course concepts in the context of students' personal experiences through personal reflection essays, both assigned and in-class work.

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

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. Assignments B.1. and C.3., Methods of Evaluation C and E Develop and create reflection essays citing course materials, and a final research paper using MLA guidelines, citations, and works cited page.

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

Objective 4: Create syntactically varied sentences that are free of mechanical errors. Assignments B.1., B.2., C.2., and C.3., Methods of Evaluation C, D, and E Demonstrate writing and communication skills, ideas and analysis through personal reflection essays, in-class writing, group presentations, and a final research paper, to create varied sentences appropriate to the modality or assignment.

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

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives. Course Outline A.2., B, C, D, E. Articulate, analyze, and compare Sikh texts in the context of social, historical, and political development, and examine the development of Sikh communities through Asian American Studies, diasporic studies, South Asian Studies, intersectional feminist, and Ethnic Studies frameworks.

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y
4/10/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing 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 are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	No representative OER textbook. Textbook and materials will be low cost (also updated in DEI box). Where possible, materials will be provided through the De Anza Library via Canvas.

4/10/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Y; primary texts and references are in accessible language.
4/10/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y; (1) written assignments can be submitted in a variety of formats, including video/audio presentations or even creative work. (2) Updated for reflection journals in assignments.
4/10/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/30/26	Basic Course Information	Course Description	Suggested	<p>Hi! The class looks good, but right now, it's kind of toeing the line between Humanities and Social Sciences. if you would like the course approved for Area 4, we are going to want to shift away from the cultural expression of Sikhism to social identity, power dynamics, and institutional frameworks. You have a lot of this in your COR, but I don't want the reviewers to get confused on the framework of the course.</p> <p>"This course introduces Sikh culture, traditions, practices and communities through historical development, core teachings, scripture, ethics, institutions, and lived practice. " is the first sentence of the description, and it makes it sound like a humanities course (culture/scripture/ethics are all humanities buzzwords). I'd probably say to remove this sentence, or swap it for something a bit more socially founded, like "This course introduces Sikh culture, traditions, practices and communities through social and political history, identity formation, and the contemporary lived experiences of global Sikh communities"</p> <p>The second to last sentence I would also suggest a change from , "and other religious and cultural traditions." to other religious and cultural groups" - you can still talk about religion, but we want to avoid making it sound like a comparative religions course for Area 4 review.</p> <p>Still on the same theme of making it solidly an Area 4 course.</p> <p>The first objective feels like a humanities course: "Identify and analyze the historical, philosophical, and social development of Sikhs, Sikhism, and Sikh communities through Sikh texts and philosophies" the words "philosophical" and "texts and philosophies" are humanities keywords to avoid. I would remove "philosophical". Maybe use " through comparative social analysis" or "through Asian American Studies frameworks". If this change is made it would also need to be reflected in the Course Outline section.</p>	Y - thank you! Since AAS is interdisciplinary, I did want to include some aspects of religious studies but I largely incorporated all of your suggestions.
04/30/26	Learning Outcomes	Course Objectives	Suggested	<p>The second SLO sounds a lot like a comparative religions course. You might replace it with "Analyze the social impact of key Sikh values on community organizing and compare the social engagement of Sikhs to other religious or ethnic groups" I still think it is important to learn about the culture, values, and religious traditions, but if the focus on the course is learning about culture, it falls in to Humanities territory</p>	Y - thank you! Updated first objective and Course Outline
04/30/26	Learning Outcomes	CSLOs	Suggested		Y - slightly revised your suggestion, and updated

04/30/26 Outline	Course Outline	Suggested	<p>In A. 2) Analyze the Sikh belief system based on religious texts and contemporary analysis; we would probably want to shift this language to "analyzing the social impact of the Sikh belief system" and remove "religious texts" as the basis for analysis</p> <p>E. 1) also leans to comparative religions, and it doesn't seem to align with the objective it is listed under, which is looking at social movements. Maybe an update to "Evaluate the impact of Sikh socio-political ideologies in comparison to other groups in global social justice movements and collective actions"</p> <p>I'm happy to submit the course as-is, as it has plenty of Area 4 content, but I feel that it will have a stronger chance for approval if it focuses more completely on Area 4 content without the additional Humanities lens. Thank you!</p> <p>Sorry- one more thing I missed in the first review! In order to meet the requirements for UC-transferability, all social science courses must have a final exam or final research paper counting for a substantial part of the student's grade. You have a final project, but because that could be interpreted in multiple ways, we would need to have a final paper or final exam explicitly listed.</p>	<p>Y - A.2) updated to "Analyze Sikh beliefs in the context and development of historical and diasporic Sikh communities"</p> <p>E.1) Thanks for the suggestion, included it and moved to now E.3)</p> <p>Y - revised to final research paper in Assignments and Methods of Evaluation</p>
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Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Matrix A	All that apply	Required	<p>beneath each objective that would benefit students in this course</p> <p>List the skills/activities/assignments that are covered in this target course that require the skills/knowledge listed in this objective. ONLY use the Outline, Assignments or Methods of Evaluation areas. Site the area and briefly summarize the area referenced.</p>	

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/26	Basic Course Information	Proposed Details - Attachments	Required	Please upload your Hybrid Course Delivery forms as .pdf files in the attachments.	Y - in "Proposal Details" upload
5/5/26	Basic Course Information	Proposed Details - Attachments	Required	Hybrid courses cannot exceed 50% Online. Please update the form so 50% is the max. If needed, you may also add an Online Course Delivery request and add the online mode of delivery for courses that may exceed 50% online. Please check the form guides for more details: https://www.deanza.edu/curriculum/elumen/	Y - thank you! I misunderstood. I've revised for hybrid modality to keep it at 50% in-person/online.

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

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

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Change Report
 05/10/2026

Summary of Changes




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

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 5: De Anza General Education
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• So Kam Lee
	Course ID (CB01A and CB01B)	ASAMD040.	ASAMD040.
	Course Control Number	CCC000029457	CCC000029457
	Course Title (CB02)	History of Art: Arts of Asia	History of Art: Arts of Asia
	Short Course Title	HIST OF ART: ARTS OF ASIA	HIST OF ART: ARTS OF ASIA
	TOP Code (CB03)	2210.10	2210.10 Area Studies
	CIP Code	Area Studies, Other	05.0199 Area Studies, Other
	Department	ASAM - Asian American Studies	ASAM - Asian American Studies
!	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This is a general introduction to art through major Asian artistic traditions. The course focuses on paintings, sculptures, ceramics, and architecture and their religious, cultural, historical, and social contexts. It will examine arts from China, Japan, India, Central Asia, Himalayas, and Southeast Asia and assesses the contributions of Asian art in a global context.	This is a general introduction to art through major Asian artistic traditions. The course focuses on paintings, sculptures, ceramics, and architecture and their religious, cultural, historical, and social contexts. Students will examine arts from China, Japan, India, Central Asia, Himalayas, and Southeast Asia and assesses the contributions of Asian art in a global context. Students will develop critical thinking as they learn to analyze art work from the perspective of their aesthetic and cultural significance. Students will discover connection and relevancy between historical events and their current personal, communal, national and global situations.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Art
	Discipline 2	No value	<ul style="list-style-type: none"> • Art History
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - INTERNATIONAL STUDIES

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	(ASAM D040. was formerly INTL D010.)	(ASAM D040. was formerly INTL D010.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement at De Anza and Cal-GETC. This course is a requirement in the A.A. degree in Art History. This course provides students with an opportunity to take a non-western art history class that introduces them to pan-Asian and global art historical and cultural issues.	This course meets a general education requirement at De Anza and Cal-GETC. This course is a requirement in the A.A. degree in Art History. This course provides students with an opportunity to take a non-western art history class that introduces them to pan-Asian and global art historical and cultural issues.

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?	Yes - complete the cross-listed form	Yes - complete the cross-listed form

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	<u>ART 2F: INTRODUCTION TO ASIAN ART</u>
	Does the course have a Foothill equivalent?	No	No <u>Yes</u>

DEI Review			
Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<p><u>Course description has student centered approach. Assignments provide students with choices and the opportunity to revise. There are two OER sources in the primary texts and references. The primary text and OER sources do meet universal design course standards (accessible and inclusive language, explanations of technical terms.) The method of instruction is diverse. The course outline highlights women's position and perspective in ancient Asian societies.</u></p>

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

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Art History</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Art History	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>Art History</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Art History	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program		Art History									
Award Type		Certificate of Achievement-Advanced (COA-A)									
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Associated Program		Art History									
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	<table border="1"> <tr> <td>Associated Program</td> <td>Art History for Transfer</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts for Transfer (A.A.-T.) Degree</td> </tr> </table>	Associated Program	Art History for Transfer	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	<table border="1"> <tr> <td>Associated Program</td> <td>Art History for Transfer</td> </tr> <tr> <td>Award Type</td> <td>Associate in Arts for Transfer (A.A.-T.) Degree</td> </tr> </table>	Associated Program	Art History for Transfer	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	
Associated Program	Art History for Transfer										
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Award Type	Associate in Arts for Transfer (A.A.-T.) Degree										
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Associated Program	Art History for Transfer (In Development)										
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Associated Program	Asian American Studies										
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Changed	Field	Current Version	Proposed Version
		Associated Program Asian American Studies Award Type Certificate of Achievement (COA)	Associated Program Asian American Studies Award Type Certificate of Achievement (COA)
		Associated Program Cal-GETC Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Cal-GETC Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Cal-GETC (In Development) Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Global Studies Award Type Associate in Arts (A.A.) Degree	Associated Program Global Studies Award Type Associate in Arts (A.A.) Degree
		Associated Program Global Studies Award Type Associate in Arts (A.A.) Degree	Associated Program Global Studies Award Type Associate in Arts (A.A.) Degree
		Associated Program Hindi Language and Culture Award Type Certificate of Achievement (COA)	Associated Program Hindi Language and Culture Award Type Certificate of Achievement (COA)
		Associated Program Hindi Language and Culture (In Development) Award Type Certificate of Achievement (COA)	Associated Program Hindi Language and Culture (In Development) Award Type Certificate of Achievement (COA)
		Associated Program Japanese Language and Culture	Associated Program Japanese Language and Culture

Changed	Field	Current Version	Proposed Version
	Award Type	Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
	Associated Program	Korean Language and Culture	Associated Program Korean Language and Culture
	Award Type	Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program Liberal Arts (Arts and Letters Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program Liberal Arts (Arts and Letters Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
	Associated Program	Mandarin Language and Culture	Associated Program Mandarin Language and Culture
	Award Type	Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
	Associated Program	Mandarin Language and Culture	Associated Program Mandarin Language and Culture
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
	Associated Program	Mandarin Language and Culture	Associated Program Mandarin Language and Culture
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
	Associated Program	Mandarin Language and Culture	Associated Program Mandarin Language and Culture
	Award Type	Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

Changed Field

Current Version

Proposed Version

<p>Associated Program Mandarin Language and Culture</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Mandarin Language and Culture</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Mandarin Language and Culture (In Development)</p> <p>Award Type Certificate of Achievement (COA)</p>	<p>Associated Program Mandarin Language and Culture (In Development)</p> <p>Award Type Certificate of Achievement (COA)</p>
<p>Associated Program Photographic Arts (Film and Digital)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Photographic Arts (Film and Digital)</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Spatial Art</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Spatial Art</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Studio Arts for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Associated Program Studio Arts for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Studio Arts for Transfer (In Development)</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Associated Program Studio Arts for Transfer (In Development)</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Vietnamese Language and Culture</p> <p>Award Type Certificate of Achievement (COA)</p>	<p>Associated Program Vietnamese Language and Culture</p> <p>Award Type Certificate of Achievement (COA)</p>
<p>Associated Program World Languages and Culture</p>	<p>Associated Program World Languages and Culture</p>

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

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version	
GE Information	System/Institution	C-ID	C-ID	
		Area(s)	<ul style="list-style-type: none"> • ARTH - Approved. 	<ul style="list-style-type: none"> • ARTH - Approved.
		-	C-ID ARTH 130	-
	System/Institution	Cal-GETC	Cal-GETC	
		Area(s)	<ul style="list-style-type: none"> • CA3A - Approved. 	<ul style="list-style-type: none"> • CA3A - Approved.
		-	No value	-
	System/Institution	De Anza GE	De Anza GE	
		Area(s)	<ul style="list-style-type: none"> • 2G3X - Approved. 	<ul style="list-style-type: none"> • 2G3X - Approved.
		-	No value	-

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction


Methods of Instruction Collaborative learning and small group exercises
 Discussion of assigned reading
 Collaborative projects
 Homework and extended projects
 Lecture and visual aids
 Discussion and problem solving performed in class
 In-class exploration of Internet sites

Methods of Instruction

Methods of Instruction

Methods of Instruction

Lecture and visual aids to highlight art works and explain course content
 In-class exploration of Internet sites for museum and gallery resources
 Homework and extended projects to promote understanding
 Discussion of assigned reading to encourage interaction and peer sharing
 Discussion and problem solving performed in class to foster creativity
 Collaborative learning and small group exercises to build community and mutual support.
 Collaborative projects to establish leadership and accountability.

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading assignments <ol style="list-style-type: none"> 1. Assigned textbook readings on various Asian art traditions 2. Supplementary readings for research and visual analysis papers. 2. Written assignments <ol style="list-style-type: none"> 1. A research paper requiring analysis of primary and secondary sources. 2. A visual analysis paper requiring analysis of original works of art in a museum setting. 3. Class Discussions <ol style="list-style-type: none"> 1. Students work in small and large groups to discuss topics related to the course and relevant to today. 2. Students work in groups to formulate questions to lead discussions on assigned topics. 	<ol style="list-style-type: none"> 1. Reading assignments <ol style="list-style-type: none"> 1. Assigned textbook readings on diverse Asian art traditions 2. Supplementary readings for research and visual analysis papers. 3. Students have the opportunity to get feedback and demonstrate their understanding of the materials. 2. Written assignments <ol style="list-style-type: none"> 1. A research paper requiring analysis of primary and secondary sources. 2. A visual analysis paper requiring analysis of original works of art in a museum setting. 3. Student have the opportunity to resubmit their research paper. 3. Class Discussions <ol style="list-style-type: none"> 1. Students work in small and large groups to discuss topics related to the course and relevant to today. 2. Students work in groups to formulate questions to lead discussions on assigned topics. 3. Students have the opportunity to interact with each other ideas, giving feedback on what they learned from the other students and peer review on how their work could be improved. 4. Student are encouraged to share and give feedback on relevant life experiences in their discussion. 5. Students build a community of support and care.

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



Methods of Evaluation


**Methods
of
Evaluation**

Methods **Methods of Evaluation**
of
Evaluation

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Class discussion during which the student's skill in interpreting relevant issues will be assessed. 2. Class Activity during which individual student or group leads the exercise and participation. Students will be assessed on how they formulate, present, and engage the class in assigned topics. 3. Midterm and final exams including object identification to assess student's ability to differentiate art from different Asian cultures. Essay questions discussing content from lectures, class discussion and readings to evaluate student's critical understanding of various art forms, contexts 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Class discussion during which the student's skill in interpreting relevant issues will be assessed. Students will submit a written summary of their discussion. The assignments have rubrics that clearly explain how the assignment would be evaluated. 2. Class Activity during which individual student or group leads the exercise and participation. There are clear instructions and prompts for each assignment. Student will submit a written summary of the activity. Students will be assessed on how they formulate, present, and engage the class in assigned topics. Each assignment has specific rubrics with explanation on the allocation of points. 3. Midterm and final exams including object identification to assess student's ability to differentiate art from different Asian cultures. Essay questions discussing content from lectures, class discussion and readings to evaluate student's critical understanding of various art forms, contexts surrounding the arts, and scholarly interpretations. 4. Written assignments to evaluate student's ability to synthesize course materials and analyze the different artistic traditions. 5. A guided research paper (approximately 1500-2000 words) in which the student will be evaluated on her or his ability to

Changed	Field	Current Version	Proposed Version
		<p>surrounding the arts, and scholarly interpretations.</p> <p>4. Written assignments to evaluate student's ability to synthesize course materials and analyze the different artistic traditions.</p> <p>5. A guided research paper (approximately 1500-2000 words and bibliography) in which the student will be evaluated on her or his ability to analyze, evaluate, and synthesize primary and secondary sources.</p> <p>6. A visual analysis paper (approximately 600 words) for which the student will visit a specified museum and critically analyze works of Asian art on the basis of religious and social function, subject matter, and formal characteristics (such as</p>	<p>analyze, evaluate, and synthesize primary and secondary sources. Present the selected topic with a focused thesis and valid documentation. A persuasive paper in the correct structure, format and style. Utilize MLA guidelines to format the paper, cite sources, and compile a bibliography page.</p> <p>6. A visual analysis paper (approximately 600 words) for which the student will visit a specified museum and critically analyze works of Asian art on the basis of religious and social function, subject matter, and formal characteristics (such as style), as well as issues relating to the culture and gender of the artists. Utilize MLA guidelines to format the paper, cite sources, and compile a bibliography page.</p>

Changed	Field	Current Version	Proposed Version
		style), as well as issues relating to the culture and gender of the artists.	

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

Title	No value
Author	*Lee, Sherman. A History of Far Eastern Art. 5th ed. Englewood Cliffs, N.J.: Prentice Hall, 1994.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	*O'Riley, Michael Kampen. Art Beyond the West. 3rd edition, Pearson 2013.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Brown, Rebecca and Deborah Hutton. "Asian Art: An Anthology." London: Blackwell Anthologies in Art History, 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
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Title	Asian Art: An Anthology
Author	Brown, Rebecca and Deborah Hutton.
Publisher	London: Blackwell Anthologies in Art History
Date/Edition	2006
ISBN	No value

Title	Asian Art
Author	Neave, Dorinda and Lara C.W. Blanchard, Marika Sardar
Publisher	Boston: Pearson
Date/Edition	2015
ISBN	No value

Title	The History of Asian Art: A Global View
Author	Lee, De-nin D and Deborah Hutton
Publisher	Thames & Hudson
Date/Edition	2023
ISBN	No value

Title	Asian Art History
Author	Learno
Publisher	Learno
Date/Edition	2026
ISBN	No value

Title	South and East Asian Philosophy Reader: An Open Educational Resource
Author	Levin, Noah

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

Author	Kerrigan, Michael and Michael Robinson. "Asian Art." N.Y.: Star Fire, 2006.
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Title	No value
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Author	Neave, Dorinda and Lara C.W. Blanchard, Marika Sardar. "Asian Art." Boston: Pearson, 2015
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Publisher	No value
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Date/Edition	No value
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ISBN	No value
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Publisher	NGE Far Press
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Date/Edition	2019
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ISBN	No value
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Changed	Field	Current Version	Proposed Version
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Suggested Reading List

No value

Reading List Desai, Vishakha. "Asian Art History in the Twenty-First Century." London: Clark Studies in the Visual Arts, 2008.

May include, but are not limited to No value

Reading List Dehejia, Vidya. Indian Art. London: Phaidon Press, 1997.

May include, but are not limited to No value

Reading List Kerlogue, Fiona. Arts of Southeast Asia. London: Thames and Hudson, 2004.

May include, but are not limited to No value

Reading List Kossak, Steven. The Arts of South and Southeast Asia. N.Y.: Metropolitan Museum, 1994.

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
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Reading List	Lu, Peng. A History of Art in 20th-century China. (translation Bruce Gordon Doar) Milano: Charta, 2010.
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May include, but are not limited to	No value
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Reading List	Powers, Martin, Katherine R. Tsiang, ed. A Companion to Chinese Art. Series: Wiley Blackwell Companions to Art History. Chichester, West Sussex, United Kingdom: Wiley-Blackwell, 2016
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May include, but are not limited to	No value
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Reading List	Little, Stephen, ed. Taoism and the Arts of China. Chicago: Art Institute, 2000.
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May include, but are not limited to	No value
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Reading List	Mason, Penelope. History of Japanese Art. 2nd edition. N.J.: Pearson, Prentice Hall, 2004.
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Changed	Field	Current Version	Proposed Version
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Steuber, Jason and Allysa B. Peyton, ed. Arts of Korea: Histories, Challenges, and Perspectives. Gainesville, University of Florida Press, 2017.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Mitter, Partha. Indian Art. Oxford: Oxford University Press, 2001.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Murayama, Takeshi and Ryoji Kuroda. Classic Stoneware of Japan: Shino and Oribe. Tokyo: Kodansha, 2002.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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Changed	Field	Current Version	Proposed Version
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Reading List	Noma, Seiroku. The Arts of Japan: Late Medieval to Modern. Tokyo: Kodansha, 2003.
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May include, but are not limited to	No value
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Reading List	Richter, Anne. Arts and Crafts of Indonesia. San Francisco: Chronicle, 1994.
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May include, but are not limited to	No value
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Reading List	Rogers, Howard, ed. China: 5000 Years. N.Y.: Abrams, 1998.
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May include, but are not limited to	No value
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Reading List	Roveda, Vittorio. Khmer Mythology: Secrets of Angkor. N.Y.: Weatherhill, 1998.
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May include, but are not limited to	No value
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Changed Field**Current Version****Proposed Version**

Reading List Stanley-Baker, Joan. Japanese Art, 3rd ed. World of Art series. Thames & Hudson, 2014.

May include, but are not limited to No value

Reading List Hearn, Maxwell. How to Read Chinese Paintings. N.Y.: Metropolitan Museum of Art, 2008.

May include, but are not limited to No value

Reading List Stierlin, Henri. Hindu India: From Khajuraho to The Temple City of Madurai. Koln: Taschen, 1998.

May include, but are not limited to No value

Reading List Weidner, Marsha. "Flowering in the Shadows: Women in the History of Chinese and Japanese Painting." Honolulu: University of Hawaii Press, 1990.

Changed	Field	Current Version	Proposed Version
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Sullivan, Michael, Shelash Vainker "The Arts of China." 6th edition. Berkeley: University of California Press, 2018.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Goswamy, B.N. ed, Vrinda Agrawal. Oxford Readings in Indian Art. New Delhi, India: Oxford University Press, 2018</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Thorp, Robert L, Richard Ellis Vinograd. Chinese Art and Culture. N.Y.: Abrams, 2001.</p>	
--	--	---	--

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

Reading List Thurman, Robert and Marilyn Rhie. *Wisdom and Compassion: The Sacred Art of Tibet*, N.Y.: Abrams, 2000.

May include, but are not limited to No value

Reading List Clunas, Craig. *Chinese Painting and its Audiences*. Princeton; Oxford: Princeton University Press, 2017. Bollingen series; Number XXXV. The A.W. Mellon lectures in the Fines Arts: 61st volume.

May include, but are not limited to No value

Reading List Li, Zhiyan, ed, Virginia L. Bower, He Li. *Chinese Ceramics: From the Paleolithic Period through the Qing Dynasty*. New Haven: Yale University press, 2010

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures. • Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art. • Appraise the role of women in Asian art with emphasis on the historical and social contexts. • Assess major artistic traditions in light of religious, philosophical, and political developments in India and appraise the influence of Indian art and culture in other parts of Asia. • Examine major artistic traditions within the framework of social, historical, and political developments in China, such as the impact of the Silk Road upon Chinese culture and the spread of Buddhist art styles from Central Asia to China. • Examine the development of a Korean and a Japanese aesthetic sensibility and art. Assess the role of indigenous and foreign elements in the development of Japanese and Korean art and culture. Analyze how Japan assimilated foreign influences yet rejected outside contacts during periods of seclusion. • Compare and contrast the development of artistic traditions in parts of Southeast Asia. Analyze the different features reflected in the arts and recognize the influence of Asian civilizations, religions and cultures upon Southeast Asian artistic styles and expression. 	<ul style="list-style-type: none"> • Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures. • Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art. • Appraise the role of women in Asian art with emphasis on the historical and social contexts. • Assess major artistic traditions in light of religious, philosophical, and political developments in India and appraise the influence of Indian art and culture in other parts of Asia. • Examine major artistic traditions within the framework of social, historical, and political developments in China, such as the impact of the Silk Road upon Chinese culture and the spread of Buddhist art styles from Central Asia to China. • Examine the development of a Korean and a Japanese aesthetic sensibility and art. Assess the role of indigenous and foreign elements in the development of Japanese and Korean art and culture. Analyze how Japan assimilated foreign influences yet rejected outside contacts during periods of seclusion. • Compare and contrast the development of artistic traditions in parts of Southeast Asia. Analyze the different features reflected in the arts and recognize the influence of Asian civilizations, religions and cultures upon Southeast Asian artistic styles and expression.

Changed	Field	Current Version	Proposed Version
	CSLOs	<p>CSLOs Investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.</p> <p>Expected SLO Performance 0.0</p>
		<p>CSLOs Develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.</p> <p>Expected SLO Performance 0.0</p>
		<p>CSLOs Analyze, evaluate, and synthesize diverse scholarly perspectives in Asian art history.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Analyze, evaluate, and synthesize diverse scholarly perspectives in Asian art history.</p> <p>Expected SLO Performance 0.0</p>
		<p>CSLOs Apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.</p>	<p>CSLOs Apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.</p>

Changed	Field	Current Version	Proposed Version
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Demonstrate critical thinking and visual literacy skills through oral and written communications.	CSLOs Demonstrate critical thinking and visual literacy skills through oral and written communications.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<p>1. Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures.</p> <ol style="list-style-type: none"> 1. Critical analysis of the cultural, historical contexts of various Asian art forms, developing an awareness of how art may reflect the religious, social, political contexts, including the dynamics of cultural interaction. 2. Explore various methods used by art historians to study art and architecture, such as iconographic and formal analysis, as well as recent approaches such as reception theory and collection history. 3. Recognize the significance of Asian arts in a global context, including critical discussion surrounding preservation of important key monuments and sites, such as the role of UNESCO in restoring sites such as Borobudur or responses to the destruction of the Bamiyan Buddhas by the Taliban in Afghanistan. <p>2. Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art.</p> <ol style="list-style-type: none"> 1. Indian pre-Buddhist period <ol style="list-style-type: none"> 1. Indus Valley civilization and the impact of urbanization. Students will analyze changing perspectives regarding Indus Valley art and architecture through recent discoveries in archaeology. 2. Aryan invasion and emergence of early Vedic traditions 2. Chinese art from the earliest times until the first unification of empire 	<p>1. Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures.</p> <ol style="list-style-type: none"> 1. Critical analysis of the cultural, historical contexts of various Asian art forms, developing an awareness of how art may reflect the religious, social, political contexts, including the dynamics of cultural interaction. 2. Explore various methods used by art historians to study art and architecture, such as iconographic and formal analysis, as well as recent approaches such as reception theory and collection history. 3. Recognize the significance of Asian arts in a global context, including critical discussion surrounding preservation of important key monuments and sites, such as the role of UNESCO in restoring sites such as Borobudur or responses to the destruction of the Bamiyan Buddhas by the Taliban in Afghanistan. <p>2. Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art.</p> <ol style="list-style-type: none"> 1. Indian pre-Buddhist period <ol style="list-style-type: none"> 1. Indus Valley civilization and the impact of urbanization. Students will analyze changing perspectives regarding Indus Valley art and architecture through recent discoveries in archaeology. 2. Aryan invasion and emergence of early Vedic traditions 2. Chinese art from the earliest times until the first unification of empire

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Neolithic and pre-Shang Age 2. Bronze Age: the feudal system and its impact on artistic endeavors 3. Qin-Han: unification and the impact of cultural expansion on the arts 	<ol style="list-style-type: none"> 1. Neolithic and pre-Shang Age 2. Bronze Age: the feudal system and its impact on artistic endeavors 3. Qin-Han: unification and the impact of cultural expansion on the arts
		<ol style="list-style-type: none"> 3. Early Korean and Japanese art <ol style="list-style-type: none"> 1. Neolithic origins 2. Three Kingdoms Korean art and archaeological sites. 3. Yayoi and Kofun period: assimilation of native and mainland cultures 	<ol style="list-style-type: none"> 3. Early Korean and Japanese art <ol style="list-style-type: none"> 1. Neolithic origins 2. Three Kingdoms Korean art and archaeological sites. 3. Yayoi and Kofun period: assimilation of native and mainland cultures
		<ol style="list-style-type: none"> 4. Southeast Asia <ol style="list-style-type: none"> 1. Neolithic origins 2. Ban Chieng culture: important recent archaeological discoveries 	<ol style="list-style-type: none"> 4. Southeast Asia <ol style="list-style-type: none"> 1. Neolithic origins 2. Ban Chieng culture: important recent archaeological discoveries
		<ol style="list-style-type: none"> 3. Appraise the role of women in Asian art with emphasis on the historical and social contexts. <ol style="list-style-type: none"> 1. Social status of women in Asian cultures 2. The role of women artists in Asian art 3. Critical analysis of representations of women in Asian arts 4. Feminine ideals in religious traditions and its impact on Asian art 	<ol style="list-style-type: none"> 3. Appraise the role of women in Asian art with emphasis on the historical and social contexts. <ol style="list-style-type: none"> 1. Social status of women in Asian cultures 2. The role of women artists in Asian art 3. Critical analysis of representations of women in Asian arts 4. Feminine ideals in religious traditions and its impact on Asian art
		<ol style="list-style-type: none"> 4. Assess major artistic traditions in light of religious, philosophical, and political developments in India and appraise the influence of Indian art and culture in other parts of Asia. <ol style="list-style-type: none"> 1. Pre-Hindu (indigenous and Aryan) contributions to Indian arts and the development of Hindu art, including Hindu iconography and how it influenced Buddhist imagery. 2. Ashoka: Buddhism as a state religion and the development of Buddhist art 3. Kushan and Gupta periods: Roman and indigenous 	<ol style="list-style-type: none"> 4. Assess major artistic traditions in light of religious, philosophical, and political developments in India and appraise the influence of Indian art and culture in other parts of Asia. <ol style="list-style-type: none"> 1. Pre-Hindu (indigenous and Aryan) contributions to Indian arts and the development of Hindu art, including Hindu iconography and how it influenced Buddhist imagery. 2. Ashoka: Buddhism as a state religion and the development of Buddhist art 3. Kushan and Gupta periods: Roman and indigenous

Changed	Field	Current Version	Proposed Version
		influences in the evolution of Buddha images	influences in the evolution of Buddha images
		4. The Muslim conquest of India and the development of Mughal art	4. The Muslim conquest of India and the development of Mughal art
		5. Greco-roman, Persian and Chinese influences on Indian art	5. Greco-roman, Persian and Chinese influences on Indian art
		6. Indian artistic influences in Central Asia, the Himalayas, Southeast Asia, and the Far East	6. Indian artistic influences in Central Asia, the Himalayas, Southeast Asia, and the Far East
		5. Examine major artistic traditions within the framework of social, historical, and political developments in China, such as the impact of the Silk Road upon Chinese culture and the spread of Buddhist art styles from Central Asia to China.	5. Examine major artistic traditions within the framework of social, historical, and political developments in China, such as the impact of the Silk Road upon Chinese culture and the spread of Buddhist art styles from Central Asia to China.
		1. The impact of native philosophical systems on Chinese arts	1. The impact of native philosophical systems on Chinese arts
		1. Confucianism-social aspects	1. Confucianism-social aspects
		2. Legalism-for example, how the First Emperor was able to unify China in a short time and set up the political system that continued into later dynastic periods.	2. Legalism-for example, how the First Emperor was able to unify China in a short time and set up the political system that continued into later dynastic periods.
		3. Daoism-the metaphysical beliefs that reflect Chinese attitude toward the natural forces.	3. Daoism-the metaphysical beliefs that reflect Chinese attitude toward the natural forces.
		2. The impact on Chinese art by Indian Buddhism	2. The impact on Chinese art by Indian Buddhism
		1. Six Dynasties period and the adaptations of Buddhism	1. Six Dynasties period and the adaptations of Buddhism
		2. Tang Dynasty: assimilation and transmission (Korea and Japan)	2. Tang Dynasty: assimilation and transmission (Korea and Japan)
		3. Song Dynasty and the development of Chan (Zen) Buddhism	3. Song Dynasty and the development of Chan (Zen) Buddhism
		4. Later period: the development of Tantric Buddhism and Lamaism (Tibet)	4. Later period: the development of Tantric Buddhism and Lamaism (Tibet)

Changed	Field	Current Version	Proposed Version
		<p>3. Development of later secular and decorative arts</p> <ol style="list-style-type: none"> 1. Paintings 2. Ceramics <p>4. The development of Chinese art theory</p> <p>5. Exchange of influences between Western, Central Asian and Chinese art</p> <ol style="list-style-type: none"> 1. The Silk Road period (2nd century BC-2nd century AD) 2. The Tang Dynasty period (7th-9th century) 3. The Qing Dynasty period in the nineteenth century: the introduction of Western beliefs and adoption of Western art forms and techniques 4. Critically compare contemporary art, architecture, and art movements from different Asian nations and from other parts of the world. <p>6. Examine the development of a Korean and a Japanese aesthetic sensibility and art. Assess the role of indigenous and foreign elements in the development of Japanese and Korean art and culture. Analyze how Japan assimilated foreign influences yet rejected outside contacts during periods of seclusion.</p> <ol style="list-style-type: none"> 1. Korea <ol style="list-style-type: none"> 1. Three Kingdoms Korea - pre-Buddhist arts and native elements 2. Buddhist art - Tang style 3. Confucian influences 4. Koryo ceramics - evolved from Song celadons 5. Korean artistic and cultural influences in Japan 2. The development of Buddhist art in Japan <ol style="list-style-type: none"> 1. Asuka - introduction via Korea, China 	<p>3. Development of later secular and decorative arts</p> <ol style="list-style-type: none"> 1. Paintings 2. Ceramics <p>4. The development of Chinese art theory</p> <p>5. Exchange of influences between Western, Central Asian and Chinese art</p> <ol style="list-style-type: none"> 1. The Silk Road period (2nd century BC-2nd century AD) 2. The Tang Dynasty period (7th-9th century) 3. The Qing Dynasty period in the nineteenth century: the introduction of Western beliefs and adoption of Western art forms and techniques 4. Critically compare contemporary art, architecture, and art movements from different Asian nations and from other parts of the world. <p>6. Examine the development of a Korean and a Japanese aesthetic sensibility and art. Assess the role of indigenous and foreign elements in the development of Japanese and Korean art and culture. Analyze how Japan assimilated foreign influences yet rejected outside contacts during periods of seclusion.</p> <ol style="list-style-type: none"> 1. Korea <ol style="list-style-type: none"> 1. Three Kingdoms Korea - pre-Buddhist arts and native elements 2. Buddhist art - Tang style 3. Confucian influences 4. Koryo ceramics - evolved from Song celadons 5. Korean artistic and cultural influences in Japan 2. The development of Buddhist art in Japan <ol style="list-style-type: none"> 1. Asuka - introduction via Korea, China

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

	<ol style="list-style-type: none"> 2. Nara -Tang influence 3. Heian - modification <ol style="list-style-type: none"> 3. Comparison of foreign and native styles in Japan <ol style="list-style-type: none"> 1. Buddhist temples vs. Shinto shrines and images 2. Chinese vs. Japanese style painting (Yamato-e) 3. Ceramics inspired by Chinese and Korean prototypes vs. mingei (folk) ware 4. Evolution of a native tradition in Japan <ol style="list-style-type: none"> 1. The elegant court art of the Heian period (the refinement and literary imagery in The Tale of Genji) 2. Vigorous and realistic arts associated with the warriors (the austerity and discipline represented by the Tea Ceremony) 3. Flamboyant arts of the rising merchant class (decorative screens, the woodblock prints, arts related to the theater) <ol style="list-style-type: none"> 7. Compare and contrast the development of artistic traditions in parts of Southeast Asia. Analyze the different features reflected in the arts and recognize the influence of Asian civilizations, religions and cultures upon Southeast Asian artistic styles and expression. <ol style="list-style-type: none"> 1. Thailand, Burma and Theravadin Buddhism 2. Cambodia: Angkor (temple of the kings), Buddhist, Hindu and native elements 3. Vietnam: Native, Cambodian, Chinese and Western influences 4. Indonesia: Indigenous, Buddhist, Hindu, and Islamic influences, covering major monuments, such as Borobudur. 	<ol style="list-style-type: none"> 2. Nara -Tang influence 3. Heian - modification <ol style="list-style-type: none"> 3. Comparison of foreign and native styles in Japan <ol style="list-style-type: none"> 1. Buddhist temples vs. Shinto shrines and images 2. Chinese vs. Japanese style painting (Yamato-e) 3. Ceramics inspired by Chinese and Korean prototypes vs. mingei (folk) ware 4. Evolution of a native tradition in Japan <ol style="list-style-type: none"> 1. The elegant court art of the Heian period (the refinement and literary imagery in The Tale of Genji) 2. Vigorous and realistic arts associated with the warriors (the austerity and discipline represented by the Tea Ceremony) 3. Flamboyant arts of the rising merchant class (decorative screens, the woodblock prints, arts related to the theater) <ol style="list-style-type: none"> 7. Compare and contrast the development of artistic traditions in parts of Southeast Asia. Analyze the different features reflected in the arts and recognize the influence of Asian civilizations, religions and cultures upon Southeast Asian artistic styles and expression. <ol style="list-style-type: none"> 1. Thailand, Burma and Theravadin Buddhism 2. Cambodia: Angkor (temple of the kings), Buddhist, Hindu and native elements 3. Vietnam: Native, Cambodian, Chinese and Western influences 4. Indonesia: Indigenous, Buddhist, Hindu, and Islamic influences, covering major monuments, such as Borobudur.
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Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	! Limitation(s) on Enrollment - Other:	(Also listed as ARTS D02G.)	(Also listed as ARTS D002G.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

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

Changed	Questions	Current Version	Proposed Version
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	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation E. Present the selected topic with a focused thesis and valid documentation. Write a persuasive paper in the correct structure, format and style.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline B Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art Written assignment A research paper requiring analysis of primary and secondary sources. Methods of Evaluation E and F.

B-Matrix Form

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

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

C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
!	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	Cross-listed with ARTS D002G.

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline A. Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures.</p>
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Oral Communication) Assignment C: Class Discussions. Students work in groups to formulate questions to lead discussions on assigned topics. (Written Communication) Methods of Evaluation A, Class discussion during which the student's skill in interpreting relevant issues will be assessed. Students will submit a written summary of their discussion. B, Class Activity during which individual student or group leads the exercise and participation. Student will submit a written summary of the activity. F. (Collaborative exercises) Methods of Instruction 4 to 6.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline A.1 Critical analysis of the cultural, historical contexts of various Asian art forms, developing an awareness of how art may reflect the religious, social, political contexts, including the dynamics of cultural interaction.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Course Outline B. Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art.
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Course Outline A.3 Recognize the significance of Asian arts in a global context, including critical discussion surrounding preservation of important key monuments and sites, such as the role of UNESCO in restoring sites such as Borobudur or responses to the destruction of the Bamiyan Buddhas by the Taliban in Afghanistan.
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Assignment C. Class Discussions: Students work in small and large groups to discuss topics related to the course and relevant to today. Student are encouraged to share and give feedback on relevant life experiences in their discussion.

Comments

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


CO


Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ASAM 040; ARTS 002G	ASAM 040; ARTS 002G
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	ASAM 40 (P); ARTS 2G (C)	ASAM 40 (P); ARTS 2G (C)
!	DL Approval Date (MM/DD/YYYY)	05/28/2019	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/28/2019	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • INTL 10 (course dept/number change to ASAM 40) and 5-yr. rev. appr. 5/28/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • INTL 10 (course dept/number change to ASAM 40) and 5-yr. rev. appr. 5/28/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			4/10/2026	Specifications	Assingments	Suggested	Thanks for this list of assignments. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box. For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	I have completed the edits in the assignments as well as the DEI Review
			4/10/2026	Specifications	Methods of Evaluation	Suggested	appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	I have updated the method of instruction
	Stage 4: Articulation Officer	No Value					No Value	

Changed	Questions	Current Version	Proposed Version																		
	Stage 5: De Anza General Education	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>4/27/26</td> <td></td> <td>De Anza GE Form</td> <td>Criteria 1-6 Required</td> <td>Please provide responses for criteria 1-6 of the De Anza GE Matrix</td> <td>Y Completed</td> </tr> <tr> <td>4/30/26</td> <td></td> <td>De Anza GE Form</td> <td>Criteria 1-6 Required</td> <td>Unfortunately, I cannot see the answers you provided. Two possibilities. One is that it was not saved before submitting. The other is that a GE form was attached rather than inputting the responses directly in the workflow. It's really confusing that other forms are attached and this one is not, especially since there is a tab to load a form right on that page, but unfortunately that attachment box doesn't go anywhere. Sorry about that and please feel free to reach out with any questions. demingchristopher@fhda.edu</td> <td></td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	4/27/26		De Anza GE Form	Criteria 1-6 Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y Completed	4/30/26		De Anza GE Form	Criteria 1-6 Required	Unfortunately, I cannot see the answers you provided. Two possibilities. One is that it was not saved before submitting. The other is that a GE form was attached rather than inputting the responses directly in the workflow. It's really confusing that other forms are attached and this one is not, especially since there is a tab to load a form right on that page, but unfortunately that attachment box doesn't go anywhere. Sorry about that and please feel free to reach out with any questions. demingchristopher@fhda.edu	
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response																
4/27/26		De Anza GE Form	Criteria 1-6 Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y Completed																
4/30/26		De Anza GE Form	Criteria 1-6 Required	Unfortunately, I cannot see the answers you provided. Two possibilities. One is that it was not saved before submitting. The other is that a GE form was attached rather than inputting the responses directly in the workflow. It's really confusing that other forms are attached and this one is not, especially since there is a tab to load a form right on that page, but unfortunately that attachment box doesn't go anywhere. Sorry about that and please feel free to reach out with any questions. demingchristopher@fhda.edu																	
	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	ASAMD040.
	Distance Education Approved	Yes

Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2025 12:00:00 AM
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	External Review Approval Date	Sep 1, 2020 12:00:00 AM
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	Course Control Number	CCC000029457
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT-NAME	
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	Course Crosswalk CRS-NUMBER	
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De Anza College
Change Report
 05/10/2026

Summary of Changes

Section

Changed field

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• So Kam Lee
	Course ID (CB01A and CB01B)	ARTSD002G	ARTSD002G
	Course Control Number	CCC000245628	CCC000245628
	Course Title (CB02)	History of Art: Arts of Asia	History of Art: Arts of Asia
	Short Course Title	HIST OF ART: ARTS OF ASIA	HIST OF ART: ARTS OF ASIA
	TOP Code (CB03)	2210.10	2210.10 Area Studies
	CIP Code	Area Studies, Other	05.0199 Area Studies, Other
	Department	ASAM - Asian American Studies	ASAM - Asian American Studies
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This is a general introduction to art through major Asian artistic traditions. The course focuses on paintings, sculptures, ceramics, and architecture and their religious, cultural, historical, and social contexts. It will examine arts from China, Japan, India, Central Asia, Himalayas, and Southeast Asia and assesses the contributions of Asian art in a global context.	This is a general introduction to art through major Asian artistic traditions. The course focuses on paintings, sculptures, ceramics, and architecture and their religious, cultural, historical, and social contexts. Students will examine arts from China, Japan, India, Central Asia, Himalayas, and Southeast Asia and assesses the contributions of Asian art in a global context. Students will develop critical thinking as they learn to analyze art work from the perspective of their aesthetic and cultural significance. Students will discover connection and relevancy between historical events and their current personal, communal, national and global situations.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(ASAM D040. was formerly INTL D010.)	(ASAM D040. was formerly INTL D010.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement at De Anza and Cal-GETC. This course is a requirement in the A.A. degree in Art History. This course provides students with an opportunity to take a non-western art history class that introduces them to pan-Asian and global art historical and cultural issues.	This course meets a general education requirement at De Anza and Cal-GETC. This course is a requirement in the A.A. degree in Art History. This course provides students with an opportunity to take a non-western art history class that introduces them to pan-Asian and global art historical and cultural issues.

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
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

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

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


Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
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	Foothill Course ID	No value	<u>ART 2F: INTRODUCTION TO ASIAN ART</u>
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	Does the course have a Foothill equivalent?	No	No <u>Yes</u>
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DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>Course description has student centered approach. Assignments provide students with choices and the opportunity to revise. There are two OER sources in the primary texts and references. The primary text and OER sources do meet universal design course standards (accessible and inclusive language, explanations of technical terms.) The method of instruction is diverse. The course outline highlights women's position and perspective in ancient Asian societies.</u>
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Basic Course Information - Course Description • Specifications - Assignments • Specifications - Methods of Instruction • Outline - Course Outline • Specifications - Examples of Primary Texts and References

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
GE Information	System/Institution	C-ID	C-ID
	Area(s)	<ul style="list-style-type: none"> ARTH - Approved. 	<ul style="list-style-type: none"> ARTH - Approved.
	-	C-ID ARTH 130	C-ID ARTH 130
	System/Institution	Cal-GETC	Cal-GETC
	Area(s)	<ul style="list-style-type: none"> CA3A - Approved. 	<ul style="list-style-type: none"> CA3A - Approved.
	-	No value	No value
	System/Institution	De Anza GE	De Anza GE
	Area(s)	<ul style="list-style-type: none"> 2G3X - Approved. 	<ul style="list-style-type: none"> 2G3X - Approved.
	-	No value	No value

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

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction</p> <hr/> <p>Methods of Instruction Collaborative learning and small group exercises Discussion of assigned reading Collaborative projects Homework and extended projects Lecture and visual aids Discussion and problem solving performed in class In-class exploration of Internet sites</p>	<p>Methods of Instruction Methods of Instruction</p> <hr/> <p>Methods of Instruction Lecture and visual aids to highlight art works and explain course content In-class exploration of Internet sites for museum and gallery resources Homework and extended projects to promote understanding Discussion of assigned reading to encourage interaction and peer sharing Discussion and problem solving performed in class to foster creativity Collaborative learning and small group exercises to build community and mutual support. Collaborative projects to establish leadership and accountability.</p>

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading assignments <ol style="list-style-type: none"> 1. Assigned textbook readings on various Asian art traditions 2. Supplementary readings for research and visual analysis papers. 2. Written assignments <ol style="list-style-type: none"> 1. A research paper requiring analysis of primary and secondary sources. 2. A visual analysis paper requiring analysis of original works of art in a museum setting. 3. Class Discussions <ol style="list-style-type: none"> 1. Students work in small and large groups to discuss topics related to the course and relevant to today. 2. Students work in groups to formulate questions to lead discussions on assigned topics. 	<ol style="list-style-type: none"> 1. Reading assignments <ol style="list-style-type: none"> 1. Assigned textbook readings on diverse Asian art traditions 2. Supplementary readings for research and visual analysis papers. 3. Students have the opportunity to get feedback and demonstrate their understanding of the materials. 2. Written assignments <ol style="list-style-type: none"> 1. A research paper requiring analysis of primary and secondary sources. 2. A visual analysis paper requiring analysis of original works of art in a museum setting. 3. Student have the opportunity to resubmit their research paper. 3. Class Discussions <ol style="list-style-type: none"> 1. Students work in small and large groups to discuss topics related to the course and relevant to today. 2. Students work in groups to formulate questions to lead discussions on assigned topics. 3. Students have the opportunity to interact with each other ideas, giving feedback on what they learned from the other students and peer review on how their work could be improved. 4. Student are encouraged to share and give feedback on relevant life experiences in their discussion. 5. Students build a community of support and care.

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Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Class discussion during which the student's skill in interpreting relevant issues will be assessed. 2. Class Activity during which individual student or group leads the exercise and participation. Students will be assessed on how they formulate, present, and engage the class in assigned topics. 3. Midterm and final exams including object identification to assess student's ability to differentiate art from different Asian cultures. Essay questions discussing content from lectures, class discussion and readings to evaluate student's critical understanding of various art forms, contexts 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Class discussion during which the student's skill in interpreting relevant issues will be assessed. Students will submit a written summary of their discussion. The assignments have rubrics that clearly explain how the assignment would be evaluated. 2. Class Activity during which individual student or group leads the exercise and participation. There are clear instructions and prompts for each assignment. Student will submit a written summary of the activity. Students will be assessed on how they formulate, present, and engage the class in assigned topics. 3. Midterm and final exams including object identification to assess student's ability to differentiate art from different Asian cultures. Essay questions discussing content from lectures, class discussion and readings to evaluate student's critical understanding of various art forms, contexts surrounding the arts, and scholarly interpretations. 4. Written assignments to evaluate student's ability to synthesize course materials and analyze the different artistic traditions. 5. A guided research paper (approximately 1500-2000 words) in which the student will be evaluated on her or his ability to analyze, evaluate, and synthesize primary and secondary sources.

Changed	Field	Current Version	Proposed Version
		<p>surrounding the arts, and scholarly interpretations.</p> <p>4. Written assignments to evaluate student's ability to synthesize course materials and analyze the different artistic traditions.</p> <p>5. A guided research paper (approximately 1500-2000 words and bibliography) in which the student will be evaluated on her or his ability to analyze, evaluate, and synthesize primary and secondary sources.</p> <p>6. A visual analysis paper (approximately 600 words) for which the student will visit a specified museum and critically analyze works of Asian art on the basis of religious and social function, subject matter, and formal characteristics (such as</p>	<p>Present the selected topic with a focused thesis and valid documentation. A persuasive paper in the correct structure, format and style. Utilize MLA guidelines to format the paper, cite sources, and compile a bibliography page.</p> <p>6. A visual analysis paper (approximately 600 words) for which the student will visit a specified museum and critically analyze works of Asian art on the basis of religious and social function, subject matter, and formal characteristics (such as style), as well as issues relating to the culture and gender of the artists. Utilize MLA guidelines to format the paper, cite sources, and compile a bibliography page.</p>

Changed	Field	Current Version	Proposed Version
		style), as well as issues relating to the culture and gender of the artists.	
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none">• None. Essential College Facilities: <ul style="list-style-type: none">• None.	Essential Student Materials: <ul style="list-style-type: none">• None Essential College Facilities: <ul style="list-style-type: none">• None

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

Title	No value
Author	*Lee, Sherman. A History of Far Eastern Art. 5th ed. Englewood Cliffs, N.J.: Prentice Hall, 1994.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	*O'Riley, Michael Kampen. Art Beyond the West. 3rd edition, Pearson 2013.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Brown, Rebecca and Deborah Hutton. "Asian Art: An Anthology." London: Blackwell Anthologies in Art History, 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
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Title	Asian Art: An Anthology
Author	Brown, Rebecca and Deborah Hutton.
Publisher	Brown, Rebecca and Deborah HuLondon: Blackwell Anthologies in Art History
Date/Edition	2006
ISBN	No value

Title	Asian Art
Author	Neave, Dorinda and Lara C.W. Blanchard, Marika Sardar
Publisher	Boston: Pearson
Date/Edition	2015
ISBN	No value

Title	The History of Asian Art: A Global View
Author	Lee, De-nin D and Deborah Hutton
Publisher	Thames & Hudson
Date/Edition	2023
ISBN	No value

Title	Asian Art History
Author	Learno
Publisher	Learno
Date/Edition	2026
ISBN	No value

Title	South and East Asian Philosophy Reader: An Open Educational Resource
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Changed Field

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Proposed Version

Author	Kerrigan, Michael and Michael Robinson. "Asian Art." N.Y.: Star Fire, 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Neave, Dorinda and Lara C.W. Blanchard, Marika Sardar. "Asian Art." Boston: Pearson, 2015
Publisher	No value
Date/Edition	No value
ISBN	No value

Author	Levin, Noah
Publisher	NGE Far Press
Date/Edition	2019
ISBN	No value

Changed	Field	Current Version	Proposed Version
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Suggested Reading List	<p>Reading List Desai, Vishakha."Asian Art History in the Twenty-First Century." London: Clark Studies in the Visual Arts, 2008.</p>	No value
	<p>May include, but are not limited to</p>	No value
	<p>Reading List Dehejia, Vidya. Indian Art. London: Phaidon Press, 1997.</p>	No value
	<p>May include, but are not limited to</p>	No value
<p>Reading List Kerlogue, Fiona. Arts of Southeast Asia. London: Thames and Hudson, 2004.</p>	No value	
<p>May include, but are not limited to</p>	No value	
<p>Reading List Kossak, Steven. The Arts of South and Southeast Asia. N.Y.: Metropolitan Museum, 1994.</p>	No value	
<p>May include, but are not limited to</p>	No value	

Changed	Field	Current Version	Proposed Version
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Reading List	Lu, Peng. A History of Art in 20th-century China. (translation Bruce Gordon Doar) Milano: Charta, 2010.
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May include, but are not limited to	No value
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Reading List	Powers, Martin, Katherine R. Tsiang, ed. A Companion to Chinese Art. Series: Wiley Blackwell Companions to Art History. Chichester, West Sussex, United Kingdom: Wiley-Blackwell, 2016
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May include, but are not limited to	No value
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Reading List	Little, Stephen, ed. Taoism and the Arts of China. Chicago: Art Institute, 2000.
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May include, but are not limited to	No value
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Reading List	Mason, Penelope. History of Japanese Art. 2nd edition. N.J.: Pearson, Prentice Hall, 2004.
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Steuber, Jason and Allysa B. Peyton, ed. Arts of Korea: Histories, Challenges, and Perspectives. Gainesville, University of Florida Press, 2017.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Mitter, Partha. Indian Art. Oxford: Oxford University Press, 2001.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Murayama, Takeshi and Ryoji Kuroda. Classic Stoneware of Japan: Shino and Oribe. Tokyo: Kodansha, 2002.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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Changed Field**Current Version****Proposed Version**

Reading List Noma, Seiroku. The Arts of Japan: Late Medieval to Modern. Tokyo: Kodansha, 2003.

May include, but are not limited to No value

Reading List Richter, Anne. Arts and Crafts of Indonesia. San Francisco: Chronicle, 1994.

May include, but are not limited to No value

Reading List Rogers, Howard, ed. China: 5000 Years. N.Y.: Abrams, 1998.

May include, but are not limited to No value

Reading List Roveda, Vittorio. Khmer Mythology: Secrets of Angkor. N.Y.: Weatherhill, 1998.

May include, but are not limited to No value

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

Reading List Stanley-Baker, Joan. Japanese Art, 3rd ed. World of Art series. Thames & Hudson, 2014.

May include, but are not limited to No value

Reading List Hearn, Maxwell. How to Read Chinese Paintings. N.Y.: Metropolitan Museum of Art, 2008.

May include, but are not limited to No value

Reading List Stierlin, Henri. Hindu India: From Khajuraho to The Temple City of Madurai. Koln: Taschen, 1998.

May include, but are not limited to No value

Reading List Weidner, Marsha. "Flowering in the Shadows: Women in the History of Chinese and Japanese Painting." Honolulu: University of Hawaii Press, 1990.

Changed	Field	Current Version	Proposed Version
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Sullivan, Michael, Shelash Vainker "The Arts of China." 6th edition. Berkeley: University of California Press, 2018.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Goswamy, B.N. ed, Vrinda Agrawal. Oxford Readings in Indian Art. New Delhi, India: Oxford University Press, 2018</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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		<p>Reading List</p> <p>Thorp, Robert L, Richard Ellis Vinograd. Chinese Art and Culture. N.Y.: Abrams, 2001.</p>	
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		<p>May include, but are not limited to</p> <p>No value</p>	
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Changed	Field	Current Version	Proposed Version
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Reading List	Thurman, Robert and Marilyn Rhie. Wisdom and Compassion: The Sacred Art of Tibet, N.Y.: Abrams, 2000.
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May include, but are not limited to	No value
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Reading List	Clunas, Craig. Chinese Painting and its Audiences. Princeton; Oxford: Princeton University Press, 2017 Bollingen series; Number XXXV. The A.W. Mellon lectures in the Fines Arts: 61st volume.
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May include, but are not limited to	No value
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Reading List	Li, Zhiyan, ed, Virginia L. Bower, He Li. Chinese Ceramics: From the Paleolithic Period through the Qing Dynasty. New Haven: Yale University press, 2010
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May include, but are not limited to	No value
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Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures. • Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art. • Appraise the role of women in Asian art with emphasis on the historical and social contexts. • Assess major artistic traditions in light of religious, philosophical, and political developments in India and appraise the influence of Indian art and culture in other parts of Asia. • Examine major artistic traditions within the framework of social, historical, and political developments in China, such as the impact of the Silk Road upon Chinese culture and the spread of Buddhist art styles from Central Asia to China. • Examine the development of a Korean and a Japanese aesthetic sensibility and art. Assess the role of indigenous and foreign elements in the development of Japanese and Korean art and culture. Analyze how Japan assimilated foreign influences yet rejected outside contacts during periods of seclusion. • Compare and contrast the development of artistic traditions in parts of Southeast Asia. Analyze the different features reflected in the arts and recognize the influence of Asian civilizations, religions and cultures upon Southeast Asian artistic styles and expression. 	<ul style="list-style-type: none"> • Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures. • Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art. • Appraise the role of women in Asian art with emphasis on the historical and social contexts. • Assess major artistic traditions in light of religious, philosophical, and political developments in India and appraise the influence of Indian art and culture in other parts of Asia. • Examine major artistic traditions within the framework of social, historical, and political developments in China, such as the impact of the Silk Road upon Chinese culture and the spread of Buddhist art styles from Central Asia to China. • Examine the development of a Korean and a Japanese aesthetic sensibility and art. Assess the role of indigenous and foreign elements in the development of Japanese and Korean art and culture. Analyze how Japan assimilated foreign influences yet rejected outside contacts during periods of seclusion. • Compare and contrast the development of artistic traditions in parts of Southeast Asia. Analyze the different features reflected in the arts and recognize the influence of Asian civilizations, religions and cultures upon Southeast Asian artistic styles and expression.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs	Investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.
Expected SLO Performance	0.0

CSLOs	Investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.
Expected SLO Performance	0.0

CSLOs	Develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.
Expected SLO Performance	0.0

CSLOs	Develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.
Expected SLO Performance	0.0

CSLOs	Analyze, evaluate, and synthesize diverse scholarly perspectives in Asian art history.
Expected SLO Performance	0.0

CSLOs	Analyze, evaluate, and synthesize diverse scholarly perspectives in Asian art history.
Expected SLO Performance	0.0

CSLOs	Apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
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CSLOs	Apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
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Changed	Field	Current Version	Proposed Version
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Demonstrate critical thinking and visual literacy skills through oral and written communications.	CSLOs Demonstrate critical thinking and visual literacy skills through oral and written communications.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<p>1. Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures.</p> <ol style="list-style-type: none"> 1. Critical analysis of the cultural, historical contexts of various Asian art forms, developing an awareness of how art may reflect the religious, social, political contexts, including the dynamics of cultural interaction. 2. Explore various methods used by art historians to study art and architecture, such as iconographic and formal analysis, as well as recent approaches such as reception theory and collection history. 3. Recognize the significance of Asian arts in a global context, including critical discussion surrounding preservation of important key monuments and sites, such as the role of UNESCO in restoring sites such as Borobudur or responses to the destruction of the Bamiyan Buddhas by the Taliban in Afghanistan. <p>2. Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art.</p> <ol style="list-style-type: none"> 1. Indian pre-Buddhist period <ol style="list-style-type: none"> 1. Indus Valley civilization and the impact of urbanization. Students will analyze changing perspectives regarding Indus Valley art and architecture through recent discoveries in archaeology. 2. Aryan invasion and emergence of early Vedic traditions 2. Chinese art from the earliest times until the first unification of empire 	<p>1. Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures.</p> <ol style="list-style-type: none"> 1. Critical analysis of the cultural, historical contexts of various Asian art forms, developing an awareness of how art may reflect the religious, social, political contexts, including the dynamics of cultural interaction. 2. Explore various methods used by art historians to study art and architecture, such as iconographic and formal analysis, as well as recent approaches such as reception theory and collection history. 3. Recognize the significance of Asian arts in a global context, including critical discussion surrounding preservation of important key monuments and sites, such as the role of UNESCO in restoring sites such as Borobudur or responses to the destruction of the Bamiyan Buddhas by the Taliban in Afghanistan. <p>2. Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art.</p> <ol style="list-style-type: none"> 1. Indian pre-Buddhist period <ol style="list-style-type: none"> 1. Indus Valley civilization and the impact of urbanization. Students will analyze changing perspectives regarding Indus Valley art and architecture through recent discoveries in archaeology. 2. Aryan invasion and emergence of early Vedic traditions 2. Chinese art from the earliest times until the first unification of empire

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Neolithic and pre-Shang Age 2. Bronze Age: the feudal system and its impact on artistic endeavors 3. Qin-Han: unification and the impact of cultural expansion on the arts 	<ol style="list-style-type: none"> 1. Neolithic and pre-Shang Age 2. Bronze Age: the feudal system and its impact on artistic endeavors 3. Qin-Han: unification and the impact of cultural expansion on the arts
		<ol style="list-style-type: none"> 3. Early Korean and Japanese art <ol style="list-style-type: none"> 1. Neolithic origins 2. Three Kingdoms Korean art and archaeological sites. 3. Yayoi and Kofun period: assimilation of native and mainland cultures 	<ol style="list-style-type: none"> 3. Early Korean and Japanese art <ol style="list-style-type: none"> 1. Neolithic origins 2. Three Kingdoms Korean art and archaeological sites. 3. Yayoi and Kofun period: assimilation of native and mainland cultures
		<ol style="list-style-type: none"> 4. Southeast Asia <ol style="list-style-type: none"> 1. Neolithic origins 2. Ban Chieng culture: important recent archaeological discoveries 	<ol style="list-style-type: none"> 4. Southeast Asia <ol style="list-style-type: none"> 1. Neolithic origins 2. Ban Chieng culture: important recent archaeological discoveries
		<ol style="list-style-type: none"> 3. Appraise the role of women in Asian art with emphasis on the historical and social contexts. <ol style="list-style-type: none"> 1. Social status of women in Asian cultures 2. The role of women artists in Asian art 3. Critical analysis of representations of women in Asian arts 4. Feminine ideals in religious traditions and its impact on Asian art 	<ol style="list-style-type: none"> 3. Appraise the role of women in Asian art with emphasis on the historical and social contexts. <ol style="list-style-type: none"> 1. Social status of women in Asian cultures 2. The role of women artists in Asian art 3. Critical analysis of representations of women in Asian arts 4. Feminine ideals in religious traditions and its impact on Asian art
		<ol style="list-style-type: none"> 4. Assess major artistic traditions in light of religious, philosophical, and political developments in India and appraise the influence of Indian art and culture in other parts of Asia. <ol style="list-style-type: none"> 1. Pre-Hindu (indigenous and Aryan) contributions to Indian arts and the development of Hindu art, including Hindu iconography and how it influenced Buddhist imagery. 2. Ashoka: Buddhism as a state religion and the development of Buddhist art 3. Kushan and Gupta periods: Roman and indigenous 	<ol style="list-style-type: none"> 4. Assess major artistic traditions in light of religious, philosophical, and political developments in India and appraise the influence of Indian art and culture in other parts of Asia. <ol style="list-style-type: none"> 1. Pre-Hindu (indigenous and Aryan) contributions to Indian arts and the development of Hindu art, including Hindu iconography and how it influenced Buddhist imagery. 2. Ashoka: Buddhism as a state religion and the development of Buddhist art 3. Kushan and Gupta periods: Roman and indigenous

Changed	Field	Current Version	Proposed Version
		influences in the evolution of Buddha images	influences in the evolution of Buddha images
		4. The Muslim conquest of India and the development of Mughal art	4. The Muslim conquest of India and the development of Mughal art
		5. Greco-roman, Persian and Chinese influences on Indian art	5. Greco-roman, Persian and Chinese influences on Indian art
		6. Indian artistic influences in Central Asia, the Himalayas, Southeast Asia, and the Far East	6. Indian artistic influences in Central Asia, the Himalayas, Southeast Asia, and the Far East
		5. Examine major artistic traditions within the framework of social, historical, and political developments in China, such as the impact of the Silk Road upon Chinese culture and the spread of Buddhist art styles from Central Asia to China.	5. Examine major artistic traditions within the framework of social, historical, and political developments in China, such as the impact of the Silk Road upon Chinese culture and the spread of Buddhist art styles from Central Asia to China.
		1. The impact of native philosophical systems on Chinese arts	1. The impact of native philosophical systems on Chinese arts
		1. Confucianism-social aspects	1. Confucianism-social aspects
		2. Legalism-for example, how the First Emperor was able to unify China in a short time and set up the political system that continued into later dynastic periods.	2. Legalism-for example, how the First Emperor was able to unify China in a short time and set up the political system that continued into later dynastic periods.
		3. Daoism-the metaphysical beliefs that reflect Chinese attitude toward the natural forces.	3. Daoism-the metaphysical beliefs that reflect Chinese attitude toward the natural forces.
		2. The impact on Chinese art by Indian Buddhism	2. The impact on Chinese art by Indian Buddhism
		1. Six Dynasties period and the adaptations of Buddhism	1. Six Dynasties period and the adaptations of Buddhism
		2. Tang Dynasty: assimilation and transmission (Korea and Japan)	2. Tang Dynasty: assimilation and transmission (Korea and Japan)
		3. Song Dynasty and the development of Chan (Zen) Buddhism	3. Song Dynasty and the development of Chan (Zen) Buddhism
		4. Later period: the development of Tantric Buddhism and Lamaism (Tibet)	4. Later period: the development of Tantric Buddhism and Lamaism (Tibet)

Changed	Field	Current Version	Proposed Version
		<p>3. Development of later secular and decorative arts</p> <ol style="list-style-type: none"> 1. Paintings 2. Ceramics <p>4. The development of Chinese art theory</p> <p>5. Exchange of influences between Western, Central Asian and Chinese art</p> <ol style="list-style-type: none"> 1. The Silk Road period (2nd century BC-2nd century AD) 2. The Tang Dynasty period (7th-9th century) 3. The Qing Dynasty period in the nineteenth century: the introduction of Western beliefs and adoption of Western art forms and techniques 4. Critically compare contemporary art, architecture, and art movements from different Asian nations and from other parts of the world. <p>6. Examine the development of a Korean and a Japanese aesthetic sensibility and art. Assess the role of indigenous and foreign elements in the development of Japanese and Korean art and culture. Analyze how Japan assimilated foreign influences yet rejected outside contacts during periods of seclusion.</p> <ol style="list-style-type: none"> 1. Korea <ol style="list-style-type: none"> 1. Three Kingdoms Korea - pre-Buddhist arts and native elements 2. Buddhist art - Tang style 3. Confucian influences 4. Koryo ceramics - evolved from Song celadons 5. Korean artistic and cultural influences in Japan 2. The development of Buddhist art in Japan <ol style="list-style-type: none"> 1. Asuka - introduction via Korea, China 	<p>3. Development of later secular and decorative arts</p> <ol style="list-style-type: none"> 1. Paintings 2. Ceramics <p>4. The development of Chinese art theory</p> <p>5. Exchange of influences between Western, Central Asian and Chinese art</p> <ol style="list-style-type: none"> 1. The Silk Road period (2nd century BC-2nd century AD) 2. The Tang Dynasty period (7th-9th century) 3. The Qing Dynasty period in the nineteenth century: the introduction of Western beliefs and adoption of Western art forms and techniques 4. Critically compare contemporary art, architecture, and art movements from different Asian nations and from other parts of the world. <p>6. Examine the development of a Korean and a Japanese aesthetic sensibility and art. Assess the role of indigenous and foreign elements in the development of Japanese and Korean art and culture. Analyze how Japan assimilated foreign influences yet rejected outside contacts during periods of seclusion.</p> <ol style="list-style-type: none"> 1. Korea <ol style="list-style-type: none"> 1. Three Kingdoms Korea - pre-Buddhist arts and native elements 2. Buddhist art - Tang style 3. Confucian influences 4. Koryo ceramics - evolved from Song celadons 5. Korean artistic and cultural influences in Japan 2. The development of Buddhist art in Japan <ol style="list-style-type: none"> 1. Asuka - introduction via Korea, China

Changed	Field	Current Version	Proposed Version
		<ul style="list-style-type: none"> 2. Nara -Tang influence 3. Heian - modification <p>3. Comparison of foreign and native styles in Japan</p> <ul style="list-style-type: none"> 1. Buddhist temples vs. Shinto shrines and images 2. Chinese vs. Japanese style painting (Yamato-e) 3. Ceramics inspired by Chinese and Korean prototypes vs. mingei (folk) ware <p>4. Evolution of a native tradition in Japan</p> <ul style="list-style-type: none"> 1. The elegant court art of the Heian period (the refinement and literary imagery in The Tale of Genji) 2. Vigorous and realistic arts associated with the warriors (the austerity and discipline represented by the Tea Ceremony) 3. Flamboyant arts of the rising merchant class (decorative screens, the woodblock prints, arts related to the theater) <p>7. Compare and contrast the development of artistic traditions in parts of Southeast Asia. Analyze the different features reflected in the arts and recognize the influence of Asian civilizations, religions and cultures upon Southeast Asian artistic styles and expression.</p> <ul style="list-style-type: none"> 1. Thailand, Burma and Theravadin Buddhism 2. Cambodia: Angkor (temple of the kings), Buddhist, Hindu and native elements 3. Vietnam: Native, Cambodian, Chinese and Western influences 4. Indonesia: Indigenous, Buddhist, Hindu, and Islamic influences, covering major monuments, such as Borobudur. 	<ul style="list-style-type: none"> 2. Nara -Tang influence 3. Heian - modification <p>3. Comparison of foreign and native styles in Japan</p> <ul style="list-style-type: none"> 1. Buddhist temples vs. Shinto shrines and images 2. Chinese vs. Japanese style painting (Yamato-e) 3. Ceramics inspired by Chinese and Korean prototypes vs. mingei (folk) ware <p>4. Evolution of a native tradition in Japan</p> <ul style="list-style-type: none"> 1. The elegant court art of the Heian period (the refinement and literary imagery in The Tale of Genji) 2. Vigorous and realistic arts associated with the warriors (the austerity and discipline represented by the Tea Ceremony) 3. Flamboyant arts of the rising merchant class (decorative screens, the woodblock prints, arts related to the theater) <p>7. Compare and contrast the development of artistic traditions in parts of Southeast Asia. Analyze the different features reflected in the arts and recognize the influence of Asian civilizations, religions and cultures upon Southeast Asian artistic styles and expression.</p> <ul style="list-style-type: none"> 1. Thailand, Burma and Theravadin Buddhism 2. Cambodia: Angkor (temple of the kings), Buddhist, Hindu and native elements 3. Vietnam: Native, Cambodian, Chinese and Western influences 4. Indonesia: Indigenous, Buddhist, Hindu, and Islamic influences, covering major monuments, such as Borobudur.

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

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	Limitation(s) on Enrollment - Other:	(Also listed as ASAM D040.)	(Also listed as ASAM D040.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)

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

No Value

No Value

A-Matrix Form

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

No Value

No Value



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

No Value

Outline A Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures.



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

No Value



Assignments A Reading assignments Assigned textbook readings on diverse Asian art traditions. Supplementary readings for research and visual analysis papers. and C Class Discussions. Students submit a summary of the discussion.



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

No Value

Methods of Evaluation E and F. Utilize MLA guidelines to format the paper, cite sources, and compile a bibliography page.

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Methods of Evaluation E. Present the selected topic with a focused thesis and valid documentation. Write a persuasive paper in the correct structure, format and style.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline B Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art Written assignment A research paper requiring analysis of primary and secondary sources. Methods of Evaluation E and F.

B-Matrix Form

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

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

C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
!	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	Cross-listed with ASAM D040.

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline A. Explore the discipline of art history and compare different approaches to art historical study through interpretation of art from different Asian cultures.</p>
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>(Oral Communication) Assignment C: Class Discussions. Students work in groups to formulate questions to lead discussions on assigned topics. (Written Communication) Methods of Evaluation A, Class discussion during which the student's skill in interpreting relevant issues will be assessed. Students will submit a written summary of their discussion. B, Class Activity during which individual student or group leads the exercise and participation. Student will submit a written summary of the activity. F. (Collaborative exercises) Methods of Instruction 4 to 6.</p>
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>(Written Communication) Methods of Evaluation A, Class discussion during which the student's skill in interpreting relevant issues will be assessed. Students will submit a written summary of their discussion. B, Class Activity during which individual student or group leads the exercise and participation. Student will submit a written summary of the activity. F. (Collaborative exercises) Methods of Instruction 4 to 6.</p>



Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline B. Compare and contrast the origins of ancient civilizations in Asia and their artistic traditions with attention to the role of archaeology, history, and literature in the interpretation of art.</p>
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline A.3 Recognize the significance of Asian arts in a global context, including critical discussion surrounding preservation of important key monuments and sites, such as the role of UNESCO in restoring sites such as Borobudur or responses to the destruction of the Bamiyan Buddhas by the Taliban in Afghanistan.</p>
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Assignment C. Class Discussions: Students work in small and large groups to discuss topics related to the course and relevant to today. Student are encouraged to share and give feedback on relevant life experiences in their discussion.</p>

Comments

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



CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ASAM 040; ARTS 002G	ASAM 040; ARTS 002G
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	ASAM 40 (P); ARTS 2G (C)	ASAM 40 (P); ARTS 2G (C)
	DL Approval Date (MM/DD/YYYY)	05/28/2019	No Value
	Hybrid Approval Date (MM/DD/YYYY)	05/28/2019	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • INTL 10 (course dept/number change to ASAM 40) and 5-yr. rev. appr. 5/28/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • INTL 10 (course dept/number change to ASAM 40) and 5-yr. rev. appr. 5/28/19 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			4/14/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. This may not be appropriate given the individual/personal nature of work for this course, but for any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	
			4/14/2026	Specifications	Methods of Evaluation	Suggested		
	Stage 4: Articulation Officer	No Value	No Value					
	Stage 5: De Anza General Education	No Value						
			4/27/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y Completed

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	ARTSD002G
	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	CCC000245628

Articulation

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

De Anza College
Change Report
 05/06/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Course Title (CB02)
General Information	Effective Term
Faculty Requirements	Discipline 1
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Summary of Revisions	Outline
Req/Adv	Prerequisite(s):
Req/Adv	Corequisite(s):
Req/Adv	Limitation(s) on Enrollment - Other:
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.)
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Formerly Statement	Formerly Statement
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Caitlin Kepple Cichanski, Marek 	<ul style="list-style-type: none"> Caitlin Kepple
	Course ID (CB01A and CB01B)	ASTRD015L	ASTRD015L <u>ASTRC1001L</u>
	Course Control Number	CCC000534918	CCC000534918
	Course Title (CB02)	Astronomy Laboratory	<u>Introduction to Astronomy Laboratory Lab</u>
	Short Course Title	ASTRONOMY LAB	ASTRONOMY LAB
	TOP Code (CB03)	1911.00	1911.00 Astronomy
	CIP Code	Astronomy	40.0201 Astronomy
	Department	ASTR - Astronomy	ASTR - Astronomy
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This is an introductory astronomy lab in which students use astronomical techniques, data, and software to evaluate hypotheses about the physical universe. Areas of investigation include our solar system and the extrasolar planets, as well as stars, galaxies, and the evolution of the universe.	<p>Part 1: This laboratory course reinforces fundamental principles and concepts of astronomy by applying the scientific method through experiments, observations, and/or simulations.</p> <p>Part 2: Students use astronomical techniques, data, and software to evaluate hypotheses about the physical universe. Students will investigate aspects of our solar system, extrasolar planets, stars, galaxies, and the evolution of the universe to understand these physical phenomena more deeply and how astronomers observe them.</p>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> Online

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	<ul style="list-style-type: none"> Astronomy 	<ul style="list-style-type: none"> Physics/Astronomy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	<ul style="list-style-type: none"> FHDA FSA - ASTRONOMY 	<ul style="list-style-type: none"> FHDA FSA - ASTRONOMY

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	<u>(Formerly ASTR 15L)</u>

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC. This course is transferable to CSU and UC. In this course, students learn about the methods of science by using those methods in an astronomical context.	This course meets a general education requirement for De Anza and Cal-GETC. This course is transferable to CSU and UC. In this course, students learn about the methods of science by using those methods in an astronomical context.

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

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	Note on Mathematics: The goal of this course is for students to grasp and make use of the broad relationships between quantities, for the purpose of forming and evaluating hypotheses about the universe. To this end, basic mathematical concepts will be introduced and reviewed where necessary. Additionally, a variety of tools will obviate the need for students to perform higher-math operations as the students evaluate quantitative relationships. Such tools will include software to allow students to manipulate one quantity, and see how that affects another quantity, with the complex calculations being done "under the hood" by the software.	Note on Mathematics: The goal of this course is for students to grasp and make use of the broad relationships between quantities, for the purpose of forming and evaluating hypotheses about the universe. To this end, basic mathematical concepts will be introduced and reviewed where necessary. Additionally, a variety of tools will obviate the need for students to perform higher-math operations as the students evaluate quantitative relationships. Such tools will include software to allow students to manipulate one quantity, and see how that affects another quantity, with the complex calculations being done "under the hood" by the software.

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	ASTR 10L	ASTR 10L
	Does the course have a Foothill equivalent?	Yes	Yes
	Foothill Faculty Consultation Name	Geoff Mathews	Geoff Mathews

DEI Review			
Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is designed for students to apply astronomy concepts in a hands-on, interactive way. The variety of assignments and methods of instruction offer multiple ways for students to learn and demonstrate progress. The course outline models the lecture courses by viewing astronomy as a global effort with a long history of astronomy research being conducted around the world. Therefore, we believe these elements to be representative of historically marginalized identities, and also to be inclusive of many types of learning needs. The course description is not addressed, as it exactly matches the CCN template (and thus does not guarantee the inclusion of DEI).</u>
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Specifications - Assignments • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline • Specifications - Examples of Primary Texts and References • Basic Course Information - Course Description

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

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

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

Associated Programs																			
Changed	Field	Current Version	Proposed Version																
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Cal-GETC</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Cal-GETC (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)	Associated Program	Cal-GETC (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>Cal-GETC</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table> <table border="1"> <tr> <td>Associated Program</td> <td>Cal-GETC (In Development)</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)	Associated Program	Cal-GETC (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Cal-GETC																		
Award Type	Certificate of Achievement-Advanced (COA-A)																		
Associated Program	Cal-GETC (In Development)																		
Award Type	Certificate of Achievement-Advanced (COA-A)																		
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Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version																								
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU																								
	Course General Education Status (CB25)	Y	Y																								
	Transfer Status	Approved	Approved																								
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td>• CA5C - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2G5X - Approved.</td> </tr> <tr> <td>-</td> <td>This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	• CA5C - Approved.	-	No value	System/Institution	De Anza GE	Area(s)	• 2G5X - Approved.	-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td>• CA5C - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2G5X - Approved.</td> </tr> <tr> <td>-</td> <td>This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	• CA5C - Approved.	-	No value	System/Institution	De Anza GE	Area(s)	• 2G5X - Approved.	-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.
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Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36

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


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


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

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

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

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Examination of visual aids In-class exploration of Internet sites Collaborative learning and small group exercises Discussion and problem solving performed in class Collaborative projects Laboratory discussion sessions and quizzes that evaluate laboratory exercises from previous weeks Quiz and examination review performed in class</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Examination of visual aids In-class exploration of relevant Astronomy websites, simulations, and visual aids Collaborative learning and small group exercises Discussion and problem solving performed in class Collaborative projects Laboratory discussion sessions and quizzes that evaluate laboratory exercises from previous weeks Quiz and examination review performed in class</p>

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Required readings from the Laboratory Manual, which introduce concepts to be covered in the next laboratory exercise. 2. Analysis and discussion of astronomical data, to develop critical thinking skills by testing hypotheses about the physical universe. 3. Quantitative, analytical work products from lab exercises. Some examples: <ol style="list-style-type: none"> 1. Diagrams showing models of the solar system that students develop through examination and critical discussion of the apparent motions of the planets in the sky. 2. Diagrams, images, and physical models of simple telescopes, to evaluate the advantages and disadvantages of different telescope types. 3. Computer-processed images of astronomical objects, in which the collaboratively-made choices of processing methods are used to evaluate the composition, history, distance, etc. of the object(s) being studied. 	<ol style="list-style-type: none"> 1. Required readings from the Laboratory Manual, which introduce concepts to be covered in the next laboratory exercise. 2. Analysis and discussion of astronomical data, to develop critical thinking skills by testing hypotheses about the physical universe. 3. Quantitative, analytical work products from lab exercises and individual projects. Some examples: <ol style="list-style-type: none"> 1. Diagrams showing models of the solar system that students develop through examination and critical discussion of the apparent motions of the planets in the sky. 2. Diagrams, images, and physical models of simple telescopes, to evaluate the advantages and disadvantages of different telescope types. 3. Computer-processed images of astronomical objects, in which the collaboratively-made choices of processing methods are used to evaluate the composition, history, distance, etc. of the object(s) being studied. 4. Observation of astronomical objects such as the Moon, Sun, stars and planets in order to connect conceptual understanding with everyday exposure to astronomical phenomena

Changed	Field	Current Version	Proposed Version
!	Methods of Evaluation	<p>Methods of Evaluation Methods of Evaluation</p> <p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Lab quizzes and final exam that appraise comprehension and require written analysis, synthesis, and application of course material. 2. Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe. 3. Work products from laboratory exercises demonstrate proficiency in standard astronomical data-analysis techniques, as well as critical thinking regarding the choice of analytical methods. 	<p>Methods of Evaluation Methods of Evaluation</p> <p>Methods of Evaluation Part 1:</p> <p>Evaluation Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, practicums, laboratory activities, laboratory reports, projects, research demonstrations, etc.</p> <p>Methods of evaluation are at the discretion of local faculty.</p> <p>Part 2:</p> <ol style="list-style-type: none"> 1. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, practicums, laboratory activities, laboratory reports, projects, research demonstrations, etc <ol style="list-style-type: none"> 1. Lab quizzes and final exam that appraise comprehension and require written analysis, synthesis, and application of course material. 2. Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe. 3. Work products from laboratory exercises demonstrate proficiency in standard astronomical data-analysis techniques, as well as critical thinking regarding the choice of analytical methods.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Classroom with sufficient desktop space for laying out star charts, printed images, and laptop computers
- Printer for printing new star charts, images, student-produced images, and ink and paper for the printer (we have this as of Winter 2024)
- Simple hand-held spectroscopes for looking at glowing objects like lamps and sunlit surfaces (we have these spectroscopes as of Winter 2024)
- Laptop computers with the necessary software for simulating astronomical processes and for processing astronomical image data (we have these computers and software as of Winter 2024)
- Access to campus Planetarium facilities for viewing a three dimensional view of the night sky during the laboratory classroom time

Essential Student Materials:

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ISBN	No value												
	Suggested Reading List	No value	No value										

Learning Outcomes

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!	Course Objectives	<ul style="list-style-type: none"> Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion. Distinguish between different types of astronomical objects by measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope. Compare and contrast the different types of objects to assess their relative sizes, ages, and formation histories. Develop a predictive model for the appearance of the Moon's phases, using images of the Moon as seen from Earth, along with software tools for simulating its orbit and phases. Relate the Moon's phase to its rising and setting times, and to its apparent motion across the sky. Predict the positions and speeds of planets in their orbits using Kepler's laws of planetary motion. Formulate hypothetical pathways for spacecraft traveling between planets, to assess the most feasible and practical times for launching probes to planetary bodies. Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational strengths. Using simulations, develop hypotheses for the past and future compositions of planetary atmospheres. Process astronomical image data, such as that collected by the Astronomy Department, by research observatories, or by the Hubble Space Telescope, to produce calibrated astronomical images that can be used to make measurements and assess hypotheses about the nature of astronomical objects. Assess the effects of star temperature on a stars brightness and color, and use published data on star colors to formulate a system for deriving stellar temperatures from their brightnesses as seen through different-colored filters. Relate the temperatures and colors of stars to their intrinsic brightnesses, to develop a Hertzsprung-Russell diagram on which changes in stellar parameters can be studied during the stars' lifetimes. Use the diagram and the positions of known stars on it to make predictions about the stellar population in the Sun's region of the Galaxy. Assess the likelihood that planets exist around other stars, using real and simulated data from spectroscopic and photometric studies of candidate stars. Apply the principle of parallax to derive the distances to planets and stars, as the first step in constructing a cosmic distance ladder. Formulate methods for determining the distances to astronomical objects using the concept of a 'standard candle' or a 'standard ruler'. Relate these distances to the measured redshifts of galaxies, to formulate a basic model for the expanding universe. 	<ul style="list-style-type: none"> Part 1: Collect, analyze, and interpret astronomical data to draw and communicate valid scientific conclusions. Part 2: Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion. Distinguish between different types of astronomical objects by measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope. Compare and contrast the different types of objects to assess their relative sizes, ages, and formation histories. Develop a predictive model for the appearance of the Moon's phases, using images of the Moon as seen from Earth, along with software tools for simulating its orbit and phases. Relate the Moon's phase to its rising and setting times, and to its apparent motion across the sky. Predict the positions and speeds of planets in their orbits using Kepler's laws of planetary motion. Formulate hypothetical pathways for spacecraft traveling between planets, to assess the most feasible and practical times for launching probes to planetary bodies. Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational strengths. Using simulations, develop hypotheses for the past and future compositions of planetary atmospheres. Process astronomical image data, such as that collected by the Astronomy Department, by research observatories, or by the Hubble Space Telescope, to produce calibrated astronomical images that can be used to make measurements and assess hypotheses about the nature of astronomical objects. Assess the effects of star temperature on a stars brightness and color, and use published data on star colors to formulate a system for deriving stellar temperatures from their brightnesses as seen through different-colored filters. Relate the temperatures and colors of stars to their intrinsic brightnesses, to develop a Hertzsprung-Russell diagram on which changes in stellar parameters can be studied during the stars' lifetimes. Use the diagram and the positions of known stars on it to make predictions about the stellar population in the Sun's region of the Galaxy. 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Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion.</p> <ol style="list-style-type: none"> 1. Recognize and describe the apparent diurnal motion of the sky, by observing the Sun's motion during class, or by using software simulations on cloudy days. 2. Construct maps of the ground and sky, to compare and contrast the use of directions on ground maps and sky maps. 3. Simulate the sky at different times of night and different seasons of the year, to predict how the sky will appear to move, and use these predictions to compare ancient and modern models of the Earth's motion. <p>2. Distinguish between different types of astronomical objects by measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope. Compare and contrast the different types of objects to assess their relative sizes, ages, and formation histories.</p> <ol style="list-style-type: none"> 1. Use detailed star charts to measure the positions of celestial objects, and interpret symbols on the charts to determine the nature of each object in question. 2. Obtain images of the objects in question, after assessing the quality and reliability of the online image sources. 3. Compare and classify images of different object types in order to form hypotheses about how they form, and their genetic relationships to each other. <p>3. Develop a predictive model for the appearance of the Moon's phases, using images of the Moon as seen from Earth, along with software tools for simulating its orbit and phases. Relate the Moon's phase to its rising and setting times, and to its apparent motion across the sky.</p> <ol style="list-style-type: none"> 1. Compare images of the Moon as seen from the Earth at different times, to develop an ordering scheme that accurately represents the progression of Moon phases. 2. By making drawings and/or using software simulations, visualize the Earth-Moon-Sun system in three dimensions, predict the appearance of the Moon as seen from the Earth at different points in the Moon's orbit, and compare these predictions to the Moon's actual appearance. 3. Predict the rising, setting, and meridian-crossing times of the Moon during different Moon phases, by visualizing its orbital position (commonly using software simulations), and compare these predictions to the actual appearance of the Moon in the sky. 4. Predict the positions and speeds of planets in their orbits using Kepler's laws of planetary motion. Formulate hypothetical pathways for spacecraft traveling between planets, to assess the most feasible and practical times for launching probes to planetary bodies. 	<p>Part 1:</p> <p>Content will include:</p> <ol style="list-style-type: none"> 1. Celestial sphere 2. Orbits and Kepler's Laws 3. Spectroscopy 4. Lunar properties 5. Telescopes and optics 6. Hertzsprung-Russell Diagram 7. Sun features 8. Deep sky objects 9. Cosmic distance ladder <p>Part 2:</p> <ol style="list-style-type: none"> 1. Celestial Sphere: Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion. <ol style="list-style-type: none"> 1. Recognize and describe the apparent diurnal motion of the sky, by observing the Sun's motion during class, or by using software simulations on cloudy days. 2. Construct maps of the ground and sky, to compare and contrast the use of directions on ground maps and sky maps. 3. Simulate the sky at different times of night and different seasons of the year, to predict how the sky will appear to move, and use these predictions to compare ancient and modern models of the Earth's motion. 2. Distinguish between different types of astronomical objects by measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope. Compare and contrast the different types of objects to assess their relative sizes, ages, and formation histories. <ol style="list-style-type: none"> 1. Use detailed star charts to measure the positions of celestial objects, and interpret symbols on the charts to determine the nature of each object in question. 2. Obtain images of the objects in question, after assessing the quality and reliability of the online image sources. 3. Compare and classify images of different object types in order to form hypotheses about how they form, and their genetic relationships to each other. 3. Lunar properties: Develop a predictive model for the appearance of the Moon's phases, using images of the Moon as seen from Earth, along with software tools for simulating its orbit and phases. Relate the Moon's phase to its rising and setting times, and to its apparent motion across the sky. <ol style="list-style-type: none"> 1. Compare images of the Moon as seen from the Earth at different times, to develop an ordering scheme that accurately represents the progression of Moon phases. 2. By making drawings and/or using software simulations, visualize the Earth-Moon-Sun system in three dimensions, predict the appearance of the Moon as seen from the Earth at different points in the Moon's orbit,

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	<ol style="list-style-type: none"> 1. Visualize the solar system as seen from above its plane, using software simulations, and compare the speeds, orbital distances, and orbital eccentricities of the solar system's planets. 2. Formulate relationships between orbital quantities like distance and speed, using software tools that remove the need to perform calculations or solve equations, and assess the validity of these hypotheses through comparisons between planets. 3. Simulate the paths taken by spacecraft between planets, to develop launch and landing scenarios for interplanetary missions, and use these results to assess the relative feasibilities of the scenarios. 5. Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational strengths. Using simulations, develop hypotheses for the past and future compositions of planetary atmospheres. <ol style="list-style-type: none"> 1. Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the escape speeds from the surfaces of various planetary bodies. 2. Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the speeds of molecules in the atmospheres of planets in the solar system. 3. Simulate the behaviors of planetary atmospheres by comparing rates of escape of various atmospheric gases, and use these simulations to develop plausible scenarios for how these atmospheres have changed through time, thus affecting planetary properties like potential habitability. 6. Process astronomical image data, such as that collected by the Astronomy Department, by research observatories, or by the Hubble Space Telescope, to produce calibrated astronomical images that can be used to make measurements and assess hypotheses about the nature of astronomical objects. <ol style="list-style-type: none"> 1. Compare visual representations of astronomical images with their numerical representations (i.e. compare pictures to grids of numbers), to formulate a relationship between numerical pixel value and local image brightness. 2. Examine and compare individual images in a set of astro-imaging data, to assess the sources of visual noise and the resultant measurement uncertainties, with the intent of devising strategies to minimize the effects that these sources have on a combined final image. 3. Using image-processing software, calibrate astronomical images and combine them to produce higher-quality final images, and assess the effects of this processing on astronomers' ability to measure and interpret the properties of the objects that were photographed. 7. Assess the effects of star temperature on a star's brightness and color, and use published data on star 	<p>and compare these predictions to the Moon's actual appearance.</p> <ol style="list-style-type: none"> 3. Predict the rising, setting, and meridian-crossing times of the Moon during different Moon phases, by visualizing its orbital position (commonly using software simulations), and compare these predictions to the actual appearance of the Moon in the sky. 4. Orbits and Kepler's Laws: Predict the positions and speeds of planets in their orbits using Kepler's laws of planetary motion. Formulate hypothetical pathways for spacecraft traveling between planets, to assess the most feasible and practical times for launching probes to planetary bodies. <ol style="list-style-type: none"> 1. Visualize the solar system as seen from above its plane, using software simulations, and compare the speeds, orbital distances, and orbital eccentricities of the solar system's planets. 2. Formulate relationships between orbital quantities like distance and speed, using software tools that remove the need to perform calculations or solve equations, and assess the validity of these hypotheses through comparisons between planets. 3. Simulate the paths taken by spacecraft between planets, to develop launch and landing scenarios for interplanetary missions, and use these results to assess the relative feasibilities of the scenarios. 5. Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational strengths. Using simulations, develop hypotheses for the past and future compositions of planetary atmospheres. <ol style="list-style-type: none"> 1. Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the escape speeds from the surfaces of various planetary bodies. 2. Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the speeds of molecules in the atmospheres of planets in the solar system. 3. Simulate the behaviors of planetary atmospheres by comparing rates of escape of various atmospheric gases, and use these simulations to develop plausible scenarios for how these atmospheres have changed through time, thus affecting planetary properties like potential habitability. 6. Telescopes and Optics: Process astronomical image data, such as that collected by the Astronomy Department, by research observatories, or by the Hubble Space Telescope, to produce calibrated astronomical images that can be used to make measurements and assess hypotheses about the nature of astronomical objects. <ol style="list-style-type: none"> 1. Compare visual representations of astronomical images with their numerical representations (i.e. compare pictures to grids of numbers), to formulate a relationship between numerical pixel value and local image brightness.

Changed Field	Current Version	Proposed Version
	<p>colors to formulate a system for deriving stellar temperatures from their brightnesses as seen through different-colored filters.</p> <ol style="list-style-type: none"> 1. Compare continuous spectra from incandescent objects (like lamps) to other types of spectra, using simple spectroscopes. 2. Using software simulations, assess the effect of increasing temperature on the intensity and shapes of continuous spectra, to develop a model of how hot objects (like stars) emit light of various colors. 3. Simulate the effects of different stellar temperatures on the brightnesses of stars as photographed through different-colored filters, to develop a 'color index' classification system. 4. Compare the derived color-index system to the system of spectral classification developed by Annie Jump Cannon in the early 20th century, and assess the feasibility of both methods for measuring star temperatures. <p>8. Relate the temperatures and colors of stars to their intrinsic brightnesses, to develop a Hertzsprung-Russell diagram on which changes in stellar parameters can be studied during the stars' lifetimes. Use the diagram and the positions of known stars on it to make predictions about the stellar population in the Sun's region of the Galaxy.</p> <ol style="list-style-type: none"> 1. Classify stars into different stellar populations by plotting them on a diagram of spectral type (or temperature or color) versus luminosity. 2. Relate the positions of stars on the Hertzsprung-Russell diagram to their masses and sizes, and develop hypotheses about the relationship of stellar mass to the rate of energy generation and to their lifetimes. 3. Predict the likelihood of being able to observe various stars from the Earth, given their position on the Hertzsprung-Russell diagram and the population of stars near the Sun. <p>9. Assess the likelihood that planets exist around other stars, using real and simulated data from spectroscopic and photometric studies of candidate stars.</p> <ol style="list-style-type: none"> 1. Relate the change in a star's observed wavelength (i.e. the Doppler shift of its light) to the star's velocity toward or away from the Earth, under the gravitational influence of an orbiting planet. 2. Compare real and simulated Doppler-shift data to predictions of stellar motion, and assess the likelihood of detecting planets in the face of the noise and uncertainty that accompany real observations 3. Compare real and simulated stellar brightness measurements to predictions of a star's brightness when exoplanets pass in front of it, and assess the likelihood of detecting planets given the real-world constraints on 'transit surveys' like these. <p>10. Apply the principle of parallax to derive the distances to planets and stars, as the first step in constructing a cosmic distance ladder. Formulate methods for determining the distances to astronomical objects using the concept of a 'standard candle' or a 'standard ruler'. Relate these distances to the measured redshifts of galaxies, to formulate a basic model for the expanding universe.</p>	<ol style="list-style-type: none"> 2. Examine and compare individual images in a set of astro-imaging data, to assess the sources of visual noise and the resultant measurement uncertainties, with the intent of devising strategies to minimize the effects that these sources have on a combined final image. 3. Using image-processing software, calibrate astronomical images and combine them to produce higher-quality final images, and assess the effects of this processing on astronomers' ability to measure and interpret the properties of the objects that were photographed. <p>7. Sun Features: Assess the effects of star temperature on a star's brightness and color, and use published data on star colors to formulate a system for deriving stellar temperatures from their brightnesses as seen through different-colored filters.</p> <ol style="list-style-type: none"> 1. Compare continuous spectra from incandescent objects (like lamps) to other types of spectra, using simple spectroscopes. 2. Using software simulations, assess the effect of increasing temperature on the intensity and shapes of continuous spectra, to develop a model of how hot objects (like stars) emit light of various colors. 3. Simulate the effects of different stellar temperatures on the brightnesses of stars as photographed through different-colored filters, to develop a 'color index' classification system. 4. Compare the derived color-index system to the system of spectral classification developed by Annie Jump Cannon in the early 20th century, and assess the feasibility of both methods for measuring star temperatures. <p>8. Spectroscopy: Relate the temperatures and colors of stars to their intrinsic brightnesses, to develop a Hertzsprung-Russell diagram on which changes in stellar parameters can be studied during the stars' lifetimes. Use the diagram and the positions of known stars on it to make predictions about the stellar population in the Sun's region of the Galaxy.</p> <ol style="list-style-type: none"> 1. Classify stars into different stellar populations by plotting them on a diagram of spectral type (or temperature or color) versus luminosity. 2. Relate the positions of stars on the Hertzsprung-Russell diagram to their masses and sizes, and develop hypotheses about the relationship of stellar mass to the rate of energy generation and to their lifetimes. 3. Predict the likelihood of being able to observe various stars from the Earth, given their position on the Hertzsprung-Russell diagram and the population of stars near the Sun. <p>9. Deep sky objects: Assess the likelihood that planets exist around other stars, using real and simulated data from spectroscopic and photometric studies of candidate stars.</p> <ol style="list-style-type: none"> 1. Relate the change in a star's observed wavelength (i.e. the Doppler shift of its light) to the star's velocity toward or away from the Earth, under the gravitational influence of an orbiting planet. 2. Compare real and simulated Doppler-shift data to predictions of stellar motion, and assess the likelihood of detecting planets in


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		<ol style="list-style-type: none"> 1. Measure distances to real or simulated terrestrial objects by observing them from different positions, and develop an analogy between this operation and the measurement of stellar distances by parallax. 2. Use the period-luminosity relation for Cepheid variable stars, developed by Henrietta Leavitt in the early 20th century, to determine the distances to star clusters and galaxies. 3. Relate the redshifts of the spectra of galaxies to their distances, to determine the expansion rate of the universe, and compare the resulting age of the universe to the calculated ages of objects in it. 	<p>the face of the noise and uncertainty that accompany real observations</p> <ol style="list-style-type: none"> 3. Compare real and simulated stellar brightness measurements to predictions of a star's brightness when exoplanets pass in front of it, and assess the likelihood of detecting planets given the real-world constraints on 'transit surveys' like these. 10. Cosmic distance ladder: Apply the principle of parallax to derive the distances to planets and stars, as the first step in constructing a cosmic distance ladder. Formulate methods for determining the distances to astronomical objects using the concept of a 'standard candle' or a 'standard ruler'. Relate these distances to the measured redshifts of galaxies, to formulate a basic model for the expanding universe. <ol style="list-style-type: none"> 1. Measure distances to real or simulated terrestrial objects by observing them from different positions, and develop an analogy between this operation and the measurement of stellar distances by parallax. 2. Use the period-luminosity relation for Cepheid variable stars, developed by Henrietta Leavitt in the early 20th century, to determine the distances to star clusters and galaxies. 3. Relate the redshifts of the spectra of galaxies to their distances, to determine the expansion rate of the universe, and compare the resulting age of the universe to the calculated ages of objects in it.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Summary of Revisions			
Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
!	Outline	SLO's update	No Value
	Other	No Value	No Value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	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):	ASTR D004. or ASTR D010. (either course may be taken concurrently)	No Value
!	Corequisite(s):	No Value	Completion of or concurrent enrollment in ASTR C1001 or other locally approved astronomy lecture course.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	Local courses accepted as co-requisites for ASTR C1001L at De Anza are ASTR D004. and ASTR D010.
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	Required readings from the Laboratory Manual, which introduce concepts to be covered in the next laboratory exercise.	Required readings from the Laboratory Manual, which introduce concepts to be covered in the next laboratory exercise.
	Objective 2: Develop analytical ideas and topics for essays.	E: Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational strengths. Using simulations, develop hypotheses for the past and future compositions of planetary atmospheres	E: Formulate interpretive histories of the atmospheres of planetary bodies in our solar system, based on data about their current atmospheric compositions and their gravitational strengths. Using simulations, develop hypotheses for the past and future compositions of planetary atmospheres
	Objective 3: Compose and support thesis statements for analytical essays.	A: Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion.	A: Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	A: Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion.	A: Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion.

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe.	Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	Lab quizzes and final exam that appraise comprehension and require analysis, synthesis, and application of course material.	Lab quizzes and final exam that appraise comprehension and require analysis, synthesis, and application of course material.

C-Matrix Form

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

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

D-Matrix Form

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	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.	Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe.	Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe.

Changed	Questions	Current Version	Proposed Version
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	J.1: Measure distances to real or simulated terrestrial objects by observing them from different positions, and develop an analogy between this operation and the measurement of stellar distances by parallax.	J.1: Measure distances to real or simulated terrestrial objects by observing them from different positions, and develop an analogy between this operation and the measurement of stellar distances by parallax.
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	J.2: Use the period-luminosity relation for Cepheid variable stars, developed by Henrietta Leavitt in the early 20th century, to determine the distances to star clusters and galaxies.	J.2: Use the period-luminosity relation for Cepheid variable stars, developed by Henrietta Leavitt in the early 20th century, to determine the distances to star clusters and galaxies.
	Objective 4: Solve problems involving operations with signed numbers.	I.1: Relate the change in a star's observed wavelength (i.e. the Doppler shift of its light) to the star's velocity toward or away from the Earth, under the gravitational influence of an orbiting planet.	I.1: Relate the change in a star's observed wavelength (i.e. the Doppler shift of its light) to the star's velocity toward or away from the Earth, under the gravitational influence of an orbiting planet.
	Objective 5: Explore the characteristics and properties of real numbers.	F.1: Compare visual representations of astronomical images with their numerical representations (i.e. compare pictures to grids of numbers), to formulate a relationship between numerical pixel value and local image brightness.	F.1: Compare visual representations of astronomical images with their numerical representations (i.e. compare pictures to grids of numbers), to formulate a relationship between numerical pixel value and local image brightness.
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	H.3: Predict the likelihood of being able to observe various stars from the Earth, given their position on the Hertzsprung-Russell diagram and the population of stars near the Sun.	H.3: Predict the likelihood of being able to observe various stars from the Earth, given their position on the Hertzsprung-Russell diagram and the population of stars near the Sun.
	Objective 7: Explore rates and ratios and use proportions to solve problems.	E.1: Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the escape speeds from the surfaces of various planetary bodies.	E.1: Using software tools that remove the need to perform complex calculations or to solve equations, determine and compare the escape speeds from the surfaces of various planetary bodies.
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	D.3: Simulate the paths taken by spacecraft between planets, to develop launch and landing scenarios for interplanetary missions, and use these results to assess the relative feasibility of the scenarios.	D.3: Simulate the paths taken by spacecraft between planets, to develop launch and landing scenarios for interplanetary missions, and use these results to assess the relative feasibility of the scenarios.
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	D.1: Visualize the solar system as seen from above its plane, using software simulations, and compare the speeds, orbital distances, and orbital eccentricities of the solar system's planets.	D.1: Visualize the solar system as seen from above its plane, using software simulations, and compare the speeds, orbital distances, and orbital eccentricities of the solar system's planets.
	Objective 10: Solve linear equations in one variable numerically and algebraically.	D.2: Formulate relationships between orbital quantities like distance and speed, using software tools that remove the need to perform calculations or solve equations, and assess the validity of these hypotheses through comparisons between planets.	D.2: Formulate relationships between orbital quantities like distance and speed, using software tools that remove the need to perform calculations or solve equations, and assess the validity of these hypotheses through comparisons between planets.
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	H.1: Classify stars into different stellar populations by plotting them on a diagram of spectral type (or temperature or color) versus luminosity.	H.1: Classify stars into different stellar populations by plotting them on a diagram of spectral type (or temperature or color) versus luminosity.

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.	F.3: Using image-processing software, calibrate astronomical images and combine them to produce higher-quality final images, and assess the effects of this processing on astronomers' ability to measure and interpret the properties of the objects that were photographed.	F.3: Using image-processing software, calibrate astronomical images and combine them to produce higher-quality final images, and assess the effects of this processing on astronomers' ability to measure and interpret the properties of the objects that were photographed.

G-Matrix Form

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

H-Matrix Form

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

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Outline: A. Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion. I. Assess the likelihood that planets exist around other stars, using real and simulated data from spectroscopic and photometric studies of candidate stars. J. Apply the principle of parallax to derive the distances to planets and stars, as the first step in constructing a cosmic distance ladder. Formulate methods for determining the distances to astronomical objects using the concept of a `standard candle' or a `standard ruler'. Relate these distances to the measured redshifts of galaxies, to formulate a basic model for the expanding universe.	Course Outline: A. Describe the daily and seasonal apparent motions of the Sun and other celestial objects, using daytime observations of the Sun's motion, along with maps and software simulations of the sky. Use these descriptions to predict the future positions of objects in the sky, and to derive a model of the Earth's motion. I. Assess the likelihood that planets exist around other stars, using real and simulated data from spectroscopic and photometric studies of candidate stars. J. Apply the principle of parallax to derive the distances to planets and stars, as the first step in constructing a cosmic distance ladder. Formulate methods for determining the distances to astronomical objects using the concept of a `standard candle' or a `standard ruler'. Relate these distances to the measured redshifts of galaxies, to formulate a basic model for the expanding universe.

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.)	Methods of Evaluation: A. Lab quizzes and final exam that appraise comprehension and require written analysis, synthesis, and application of course material. B. Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe.	Methods of Evaluation: A1. Lab quizzes and final exam that appraise comprehension and require written analysis, synthesis, and application of course material. A2. Participation in small-group and class discussions and analyses of astronomical data, so as to demonstrate an increasing ability to evaluate hypotheses about the nature and history of the physical universe.
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Methods of Evaluation: C. Work products from laboratory exercises demonstrate proficiency in standard astronomical data-analysis techniques, as well as critical thinking regarding the choice of analytical methods.	Methods of Evaluation: A3. Work products from laboratory exercises demonstrate proficiency in standard astronomical data-analysis techniques, as well as critical thinking regarding the choice of analytical methods.
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Course Outline: J (#2). Use the period-luminosity relation for Cepheid variable stars, developed by Henrietta Leavitt in the early 20th century, to determine the distances to star clusters and galaxies.	Course Outline: J (#2). Use the period-luminosity relation for Cepheid variable stars, developed by Henrietta Leavitt in the early 20th century, to determine the distances to star clusters and galaxies.
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Course Outline: G(#4). Compare the derived color-index system to the system of spectral classification developed by Annie Jump Cannon in the early 20th century, and assess the feasibility of both methods for measuring star temperatures.	Course Outline: G(#4). Compare the derived color-index system to the system of spectral classification developed by Annie Jump Cannon in the early 20th century, and assess the feasibility of both methods for measuring star temperatures.
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Course Outline: B. Distinguish between different types of astronomical objects by measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope	Course Outline: B. Distinguish between different types of astronomical objects by measuring their positions and designations on star charts, and by using publicly-available imagery from research observatories and the Hubble Space Telescope

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value


Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value


Changed	Questions	Current Version	Proposed Version
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO			
Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ASTR 015L	ASTR 015L
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	11/12/2024	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	N/A	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

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

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed or Initiator's Response	
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			4/28/2026	Basic Course Information	Course Description	Suggested	FOR PART 2 ONLY: Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.)	Y
			4/28/2026	Specifications	Examples of Primary Texts and References	Suggested	and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	The listed texts come straight from the CCN Template with no additions.

Changed	Questions	Current Version	Proposed Version
			<p>FOR PART 2 ONLY: Do assignments do one or more of the following: (1) Provide choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.</p> <p>FOR PART 2 ONLY: For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.</p>
4/28/2026	Specifications	Assignments Suggested	<p>Added one assignment type to speak to the aspect of connecting real-life experiences (assignment D). Other options are not appropriate for this lab class because students are completing the assignments during class with the guidance of the instructor.</p>
4/28/2026	Specifications	Methods of Evaluation Suggested	<p>Not appropriate for COR. Students are completing a lab activity that has been printed/assembled for them, thus showing examples is not necessary.</p>

Changed	Questions	Current Version	Proposed Version					
			4/28/2026	Outline	Course Outline	Suggested	FOR PART 2 ONLY: This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	Not appropriate for COR due to the nature (and number) of lab topics that need to be covered in a single quarter
	Stage 4: Articulation Officer	No Value						Initiator - Indicate "Y" When Completed or Initiator's Response
			04/30/26	Req/Adv	Prerequisites, Co-requisites	Required	The prerequisites and co-requisites sections must have the exact language verbatim from the CCN template; Prerequisites: None Co-Requisites: Completion of or concurrent enrollment in ASTR C1001 or ASTR C1001H or other locally approved astronomy lecture course	Y
			04/30/26	Outline	Course Outline	Required	You might want to add that the local courses accepted as co-requisites for ASTR C1001L at De Anza are ASTR 4 and ASTR 10 in the Limitations to Enrollment Section, but the prereqs and co-requisites have to match the state You have to include the Part 1 that says "This is a lab only course." (and yes, I do know that these edits are dumb, but they are required)	Y
	Stage 5: De Anza General Education	No Value					No Value	
	Stage 6: Content Review Matrix Liaison	No Value					No Value	
	Stage 7: Dean of Online Learning	No Value					No Value	
	Stage 8: SLO Coordinator	No Value					No Value	

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ASTRD015L
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 12, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2030 12:00:00 AM
	External Review Approval Date	Sep 1, 2025 12:00:00 AM
	Course Control Number	CCC000534918

Articulation

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


De Anza College
Change Report
 05/06/2026





Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
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
Course Outline	Lab Outline
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
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CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 7: Dean of Online Learning
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	<ul style="list-style-type: none"> • Elsa Jimenez-Samayoa • Bram, Jason

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	BIOLD010.	BIOLD010 : <u>BIOLC1000</u>
	Course Control Number	CCC000161741	CCC000161741
	Course Title (CB02)	Introductory Biology	Introductory Biology <u>Introduction to Biology with Lab</u>
	Short Course Title	INTRO BIOLOGY	INTRO BIOLOGY
	TOP Code (CB03)	0401.00	0401.00 Biology, General
	CIP Code	Biology/Biological Sciences, General	26.0101 Biology/Biological Sciences, General
	Department	BIOL - Biology	BIOL - Biology
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This is an introduction to biology as a branch of the biological sciences and to its basic unifying principles, with selected application to the scientific method, evolutionary concepts, genetic modification, biotechnology, ecology, ecological crises, and human impacts.	<p>Part 1: This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society.</p> <p>Part 2: This is an introduction to biology as a branch of the biological sciences and to its basic unifying principles, with selected application to the scientific method, evolutionary concepts, genetic modification, biotechnology, ecology, ecological crises, and human impacts.</p>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to CSU and UC. It belongs on the A.A. degree in Liberal Arts - Science, Math, Engineering Emphasis. This course meets a general education requirement for De Anza and Cal-GETC. It allows students to meet the Life/Natural/Biological Science, with laboratory, general education requirement through the study of Biology.	This course is transferable to CSU and UC. It belongs on the A.A. degree in Liberal Arts - Science, Math, Engineering Emphasis. This course meets a general education requirement for De Anza and Cal-GETC. It allows students to meet the Life/Natural/Biological Science, with laboratory, general education requirement through the study of Biology.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non- honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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


Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<p><u>This course integrates diversity, equity, and inclusion by examining biological concepts within their broader social, ethical, and equity contexts. Students evaluate how scientific discoveries in areas such as genetics, evolution, ecology, and human health influence diverse communities and societal decision-making. Course materials and instructional practices aim to support equitable access to learning through clear explanations of scientific concepts, inclusive examples, and use of open educational resources when appropriate. Students will also have a diverse array of assignment such as written and oral reports and evaluations including journals, research demonstrations, as well as traditional quizzes and exams, when appropriate. These approaches help students develop scientific literacy and the ability to analyze biological issues affecting society.</u></p>

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Cal-GETC</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>Cal-GETC</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)
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Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Psychology for Transfer	Associated Program Psychology for Transfer
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Psychology for Transfer	Associated Program Psychology for Transfer
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options															
Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CA5B - Approved. CA5C - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> CA5B - Approved. CA5C - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CA5B - Approved. CA5C - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> CA5B - Approved. CA5C - Approved. 	-	No value
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-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	36	36

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	84	84
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.

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

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value


Specifications

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	<p>Methods of Instruction</p> <hr/> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory experience that involve students in exercises of data collection Laboratory discussion sessions and quizzes that evaluate weekly exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <hr/> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory experience that involve students in exercises of data collection Laboratory discussion sessions and quizzes that evaluate weekly exercises</p>

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading from the text, laboratory manual, and other assigned sources 2. Completion of writing assignments and oral reports involving critical evaluation of sources of information on medical, ecological, nutritional, or other biology-related topics 3. Cooperative performance of laboratory exercises and experiments, small group discussions of experimental results followed by written reports of results and conclusions 	<ol style="list-style-type: none"> 1. Reading from the text, laboratory manual, and other assigned sources 2. Completion of writing assignments and oral reports involving critical evaluation of sources of information on medical, ecological, nutritional, or other biology-related topics 3. Cooperative performance of laboratory exercises and experiments, small group discussions of experimental results followed by written reports of results and conclusions 4. Assignment give students choice of topic, encourage students to connect course content to their own lives, interests, and experiences, allow students to engage with biology in ways that feel personally meaningful <ol style="list-style-type: none"> 1. A scientific paper assignment where students choose from a wide range of biology-related topics and reflect on why they chose the topic and/or how it relates to their own lives 2. Discussion posts that ask students to respond to biology-related topics in ways that connect to their own perspectives and experience 3. Group presentations where students choose their own biology-related topic 4. A field trip/alternative field experience where students can choose a biology-related site or setting to explore

Changed	Field	Current Version	Proposed Version
!	Methods of Evaluation	Methods of Evaluation	<p>Methods of Evaluation Methods of Evaluation</p> <p>Methods of Evaluation Part 1: Examples of evaluation methods used to observe or measure students' achievement of course outcomes and objectives may include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc.</p> <p>Methods of evaluation are at the discretion of local faculty.</p> <p>Part 2:</p> <ol style="list-style-type: none"> 1. Objective lecture tests and quizzes that assess the understanding of basic concepts and processes, as well as the ability to apply this information to novel questions 2. Writing assignments and laboratory reports involving summary, synthesis and critical analysis of data, provide examples of strong assignments to clarify expectations for all students when possible and appropriate. 3. Final examination that will require students to demonstrate the ability to summarize, integrate, and critically analyze information and to apply important concepts examined throughout the course 4. Oral presentation requiring analytical and interpretive skills evaluated using a rubric, provide examples of strong assignments to clarify expectations for all students when possible and appropriate.

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		<p>Methods of Evaluation</p>	<ol style="list-style-type: none"> 1. Objective lecture tests and quizzes that assess the understanding of basic concepts and processes, as well as the ability to apply this information to novel questions 2. Writing assignments and laboratory reports involving summary, synthesis and critical analysis of data. 3. Final examination that will require students to demonstrate the ability to summarize, integrate, and critically analyze information and to apply important concepts examined throughout the course 4. Oral presentation requiring analytical and interpretive skills evaluated using a rubric.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Macs/PC, animal specimens and models, fossils and skeletal specimens of animals, fully equipped biology laboratory including compound binocular microscopes 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Macs/PC, animal specimens and models, fossils and skeletal specimens of animals, fully equipped biology laboratory including compound binocular microscopes

Changed Field Current Version Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Open Stax College. (2013). Concepts of Biology
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Cuff-Alvarado, Judy. "Biology Lab Manual". De Anza College, 2020.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Texts used by individual institutions and even individual sections will vary.
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Textbooks
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	OER Example:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Concepts of Biology
Author	Fowler, S., Wise, J., & Roush, R.
Publisher	OER: OpenStax. https://openstax.org/books/concepts-biology/pages/1-introduction
Date/Edition	(2024)
ISBN	No value

Title	No value
Author	Traditional Examples:
Publisher	No value
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Suggested Reading List

No value

Reading List Mader, Sylvia, Essentials of Biology 6th edition, McGraw Hill Publisher, NY, NY, 2021.

May include, but are not limited to No value

Reading List Simon, E., Reece, J., Dickey, Jean. Campbell Essential Biology 7th edition. Benjamin Cummings Publisher, 2018

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Analyze the scientific method as an indispensable tool of investigation. Evaluate the characteristics of life Analyze the molecular structure and function of the cell, its organelles and the coordination of cellular activities and processes in the organism. Summarize the processes of cellular and human reproduction Evaluate the scientific evidence supporting the theory of evolution. Appraise and analyze the components and interrelationships of communities, ecosystems and the biosphere. Assess the impacts of human activities on the biosphere. Inventory the historical roles and contributions of pioneers of scientific research. 	<ul style="list-style-type: none"> Part 1: <ol style="list-style-type: none"> 1. Apply the scientific method, including recognizing the elements of experimental design, gathering and analyzing data, and interpreting results 2. Demonstrate scientific literacy by evaluating social, ethical, and equity issues connected to biological sciences 3. Describe how living things are made of smaller structures that work together to enable the organism to survive. 4. Compare how living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy. 5. Explain how the diversity of living things is the result of evolution of organisms through mechanisms such as heredity, random change, and natural selection. 6. Collaborate on laboratory investigations of the biological content using appropriate, safe methods and equipment. Part 2: <ul style="list-style-type: none"> Analyze the scientific method as an indispensable tool of investigation. Evaluate the characteristics of life Analyze the molecular structure and function of the cell, its organelles and the coordination of cellular activities and processes in the organism. Summarize the processes of cellular and human reproduction Evaluate the scientific evidence supporting the theory of evolution. Appraise and analyze the components and interrelationships of communities, ecosystems and the biosphere. Assess the impacts of human activities on the biosphere. Inventory the historical roles and contributions of pioneers of scientific research.

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	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Evaluate the correlation of structure and function in plants and animals.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Evaluate the correlation of structure and function in plants and animals.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Evaluate the correlation of structure and function in plants and animals.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Evaluate the correlation of structure and function in plants and animals.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										


Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Analyze the scientific method as an indispensable tool of investigation. <ol style="list-style-type: none"> 1. Formulate and solve problems utilizing the scientific method, including hypothesis development, prediction, and experimentation. 2. Evaluate the terms "hypothesis" and "theory" in common and scientific language. 2. Evaluate the characteristics of life <ol style="list-style-type: none"> 1. Compare and discuss the basic properties shared by all living things: cellular organization, metabolism, homeostasis, growth and reproduction, and heredity. 2. Examine levels of biological organization and the hierarchy of complexity demonstrated by organisms of the living world. 3. Analyze the molecular structure and function of the cell, its organelles, and the coordination of cellular activities and processes in the organism. <ol style="list-style-type: none"> 1. Discriminate between the structure and the evolutionary history of Eukaryotic and Prokaryotic life forms and the kingdoms of life associated with these domains. 2. Compare and contrast the basic molecules of life: proteins, carbohydrates, lipids, and Nucleic acids 3. Evaluate basic organelles of the cell and describe their role in cell processes such as photosynthesis, cell respiration, cell transport, cell division. 4. Compare prokaryotic and eukaryotic cells and their evolutionary history. 5. Examine some of the specific human health problems related to abnormalities of cell structure or biochemistry (e.g., sickle cell anemia, Tay Sachs, cystic fibrosis) 4. Summarize the processes of cellular and human reproduction <ol style="list-style-type: none"> 1. Compare and contrast mitosis and meiosis, the phases and subphases of the cell cycle, and 	Part 1: <ol style="list-style-type: none"> 1. The scientific method and the process of science 2. Cellular chemistry and biochemistry <ol style="list-style-type: none"> 1. Atoms and bonding 2. Properties of water 3. Structure and function of biological molecules 3. Cell structure and function <ol style="list-style-type: none"> 1. Cells, membranes, and organelles 2. Prokaryotes versus eukaryotes 3. Transport across the cell membrane 4. Cellular metabolism <ol style="list-style-type: none"> 1. Enzyme structure and function 2. Photosynthesis 3. Cellular respiration 4. Fermentation 5. Cellular division <ol style="list-style-type: none"> 1. Prokaryotic binary fission 2. Eukaryotic cell cycle 3. Eukaryotic asexual reproduction (mitosis) 4. Eukaryotic sexual reproduction (meiosis) 6. DNA structure and function <ol style="list-style-type: none"> 1. DNA replication 2. Transcription and translation 3. Regulation of gene expression 4. The impact of mutations 5. The impact of biotechnology 7. Principles of heredity <ol style="list-style-type: none"> 1. Mendelian genetics 2. Non-Mendelian genetics 3. Application to human genetics 8. Principles of evolution <ol style="list-style-type: none"> 1. Evolutionary mechanisms 2. Evolutionary evidence 3. Speciation and classification 4. The effect of extinction 5. Survey of biodiversity across Domains 9. Principles of ecology <ol style="list-style-type: none"> 1. Biosphere and biomes 2. Population growth and regulation 3. Community interactions 4. Flow of energy and matter in ecosystems 5. Human interactions with the biosphere 6. Conservation biology and sustainability

Changed	Field	Current Version	Proposed Version
		<p>the role these processes play in reproduction, growth, and cell repair.</p> <ol style="list-style-type: none"> Appraise genetics and the transmission of genes from generation to generation, distinguishing different patterns of inheritance and examining molecular genetics. Examine the consequences of errors that may occur during mitotic or meiotic cell divisions including silent mutations, Down Syndrome, Turner Syndrome, and various forms of cancer. <p>5. Evaluate the scientific evidence supporting the theory of evolution.</p> <ol style="list-style-type: none"> Compare and contrast scientific evidence such as the fossil record, the molecular record, the anatomical record including homologous and analogous structures. Analyze natural selection, the process that has led to the diversification of life forms and the development of adaptations of organisms to their environment and their interdependent relationships Assess evidence that human activities result in selection on other species (e.g., antibiotic resistance in bacteria, pesticide resistance in insects, introduced species, and artificial selection) <p>6. Appraise and analyze the components and interrelationships of communities, ecosystems, and the biosphere.</p> <ol style="list-style-type: none"> Diagram and examine trophic pyramids, energy pyramids, food chains, and food webs. Analyze the flow of energy and cycling of materials in ecosystems Compare and contrast the earth's terrestrial and aquatic ecosystems including biomes and plant communities such as the desert, tropical rain forest, foothill woodland, riparian, chaparral, redwood, marsh, and estuary. <p>7. Assess the impacts of human activities on the biosphere.</p>	<p>Part 2:</p> <ol style="list-style-type: none"> Analyze the scientific method as an indispensable tool of investigation. <ol style="list-style-type: none"> Formulate and solve problems utilizing the scientific method, including hypothesis development, prediction, and experimentation. Evaluate the terms "hypothesis" and "theory" in common and scientific language. Evaluate the characteristics of life <ol style="list-style-type: none"> Compare and discuss the basic properties shared by all living things: cellular organization, metabolism, homeostasis, growth and reproduction, and heredity. Examine levels of biological organization and the hierarchy of complexity demonstrated by organisms of the living world. Analyze the molecular structure and function of the cell, its organelles, and the coordination of cellular activities and processes in the organism. <ol style="list-style-type: none"> Discriminate between the structure and the evolutionary history of Eukaryotic and Prokaryotic life forms and the kingdoms of life associated with these domains. Compare and contrast the basic molecules of life: proteins, carbohydrates, lipids, and Nucleic acids Evaluate basic organelles of the cell and describe their role in cell processes such as photosynthesis, cell respiration, cell transport, cell division. Compare prokaryotic and eukaryotic cells and their evolutionary history. Examine some of the specific human health problems related to abnormalities of cell structure or biochemistry (e.g., sickle cell anemia, Tay Sachs, cystic fibrosis) Summarize the processes of cellular and human reproduction <ol style="list-style-type: none"> Compare and contrast mitosis and meiosis, the phases and

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		<ol style="list-style-type: none"> 1. Examine and discuss the causes and impacts of global climate change, deforestation, marine fisheries depletion, from a historical and current perspective. 2. Evaluate the evolution of human ecology (from hunter/gatherers, pastoralists, agriculturalists, and to more modern industrialists) and discuss its impact on the earth. 3. Analyze how the well-being of human society is dependent on sustainable social and ecological systems. 4. Estimate the environmental consequences of human inaction and propose changes that may reduce the rate of global climate change. 5. Demonstrate an understanding of how individual human activities can positively and negatively impact the environment and their communities by participating in actions that create a more environmentally sustainable and equitable future. 8. Inventory the historical roles and contributions of pioneers of scientific research. <ol style="list-style-type: none"> 1. Assess the work and research results of leading biologists over time, such as Darwin, Gould and Eldredge, McClintock, Watson and Crick, and Franklin. 2. Examine scientific contributions of physicians and scientists in various cultural groups throughout history. 	<ol style="list-style-type: none"> subphases of the cell cycle, and the role these processes play in reproduction, growth, and cell repair. 2. Appraise genetics and the transmission of genes from generation to generation, distinguishing different patterns of inheritance and examining molecular genetics. 3. Examine the consequences of errors that may occur during mitotic or meiotic cell divisions including silent mutations, Down Syndrome, Turner Syndrome, and various forms of cancer. 5. Evaluate the scientific evidence supporting the theory of evolution. <ol style="list-style-type: none"> 1. Compare and contrast scientific evidence such as the fossil record, the molecular record, the anatomical record including homologous and analogous structures. 2. Analyze natural selection, the process that has led to the diversification of life forms and the development of adaptations of organisms to their environment and their interdependent relationships 3. Assess evidence that human activities result in selection on other species (e.g., antibiotic resistance in bacteria, pesticide resistance in insects, introduced species, and artificial selection) 6. Appraise and analyze the components and interrelationships of communities, ecosystems, and the biosphere. <ol style="list-style-type: none"> 1. Diagram and examine trophic pyramids, energy pyramids, food chains, and food webs. 2. Analyze the flow of energy and cycling of materials in ecosystems 3. Compare and contrast the earth's terrestrial and aquatic ecosystems including biomes and plant communities such as the desert, tropical rain forest, foothill woodland, riparian, chaparral, redwood, marsh, and estuary.

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			<p>7. Assess the impacts of human activities on the biosphere.</p> <ol style="list-style-type: none"> 1. Examine and discuss the causes and impacts of global climate change, deforestation, marine fisheries depletion, from a historical and current perspective. 2. Evaluate the evolution of human ecology (from hunter/gatherers, pastoralists, agriculturalists, and to more modern industrialists) and discuss its impact on the earth. 3. Analyze how the well-being of human society is dependent on sustainable social and ecological systems. 4. Estimate the environmental consequences of human inaction and propose changes that may reduce the rate of global climate change. 5. Demonstrate an understanding of how individual human activities can positively and negatively impact the environment and their communities by participating in actions that create a more environmentally sustainable and equitable future. <p>8. Inventory the historical roles and contributions of pioneers of scientific research.</p> <ol style="list-style-type: none"> 1. Assess the work and research results of leading biologists over time, such as Darwin, Gould and Eldredge, McClintock, Watson and Crick, and Franklin. 2. Examine scientific contributions of physicians and scientists in various cultural groups throughout history
		<p>Lab Component in this Course Yes</p>	<p>Yes</p>

Changed	Field	Current Version	Proposed Version
	Lab Outline	<ol style="list-style-type: none"> 1. Introduction to the Light Microscope 2. Cells and Tissues 3. Macromolecules: Molecules of Life 4. Biotechnology: Simulation of DNA analysis 5. Cell Division 6. Genetics and Inheritance 7. Animal Kingdom Diversity 8. Plant Kingdom Diversity 9. Ecology Lab 10. Evolution and Natural Selection 	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Process of science and experimental design 2. Personal protective equipment, care and safe use of laboratory equipment 3. Utilization of microscopy to visualize and identify cell structures 4. Cellular transport mechanisms 5. Energy cycling and metabolism 6. Cell division 7. Genetics and inheritance 8. Diversity of life 9. Evolution 10. Ecology <p>Part 2:</p> <ol style="list-style-type: none"> 1. Introduction to the Light Microscope 2. Cells and Tissues 3. Macromolecules: Molecules of Life 4. Biotechnology: Simulation of DNA analysis 5. Cell Division 6. Genetics and Inheritance 7. Animal Kingdom Diversity 8. Plant Kingdom Diversity 9. Ecology Lab 10. Evolution and Natural Selection

Blue Form

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


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

Req/Adv

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

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in BIOL D006A, BIOL D06AH, BIOL D006B, BIOL D006C, BIOL D06CH, or equivalent.)	(Not open to students with credit in BIOL D006A, BIOL D06AH, BIOL D006B, BIOL D006C, BIOL D06CH, or equivalent.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments: "Reading from the text, laboratory manual, and other assigned sources"; "Writing assignments... involving critical evaluation of sources" Methods of Evaluation: "Writing assignments... involving summary, synthesis and critical analysis of data" Summary: Students must analyze and interpret complex scientific texts and data from diverse sources, requiring college-level reading and critical analysis skills.

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments: "Scientific paper assignment... reflect on why they chose the topic and/or how it relates to their own lives"; "Discussion posts... connect to their own perspectives and experience" Summary: Students produce writing that integrates scientific content with personal perspective, requiring developed composition skills.
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments / Methods of Evaluation: "Writing assignments... critical evaluation of sources"; "Writing assignments and laboratory reports involving summary, synthesis and critical analysis" Summary: Students are required to incorporate and cite sources in formal written work, demonstrating academic conventions appropriate to college-level writing.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments: "Written reports of results and conclusions" following laboratory work Methods of Evaluation: "Final examination... summarize, integrate, and critically analyze information" Summary: Students must communicate scientific ideas clearly and effectively in writing, requiring control of grammar, syntax, and organization.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: "Critical evaluation of sources... on medical, ecological... topics"; "Group presentations... choose their own biology-related topic" Course Outline: "Formulate and solve problems utilizing the scientific method... hypothesis development, prediction, and experimentation" Summary: Students evaluate multiple perspectives and evidence to form reasoned conclusions, requiring critical thinking and analytical comparison skills.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value




G-Matrix Form




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

H-Matrix Form

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p> Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Course Outline: "The scientific method and the process of science"; "Cellular chemistry and biochemistry (atoms and bonding, properties of water, structure and function of biological molecules)"
	<p> Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Assignments: "Writing assignments and oral reports involving critical evaluation of sources"; "Cooperative performance of laboratory exercises... followed by written reports"
	<p> Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Methods of Evaluation: Exams, laboratory work, and projects assessing understanding and application of concepts



Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Objectives: "Evaluate scientific information to demonstrate scientific literacy, including analysis of social, ethical, and equity issues in biological sciences."
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Objectives: "Explain and evaluate the mechanisms of evolution... and their role in the diversity of life."
	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	Lab Outline: Experimental design, microscopy, cellular processes, and energy cycling

Comments


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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	BIOL 010	BIOL 010
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	11/03/2020	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Hybrid appr. 6/16/2015.; DL appr. 11/3/20 (effect. F20).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> Hybrid appr. 6/16/2015.; DL appr. 11/3/20 (effect. F20).-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version																		
	Stage 2: Department Chair	No Value	No Value																		
	Stage 3: DEI	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>03/17/2026</td> <td>Specifications</td> <td>Assignments</td> <td>Suggested</td> <td> <p>FOR PART 2 ONLY (I didn't see Part 1/Part 2 for assignments, but no changes can be made to Part 1): 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 noting for the relevant assignment. If not appropriate, let me know in the initiator response box.</p> <p>FOR PART 2 ONLY: For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.</p> </td> <td>Y</td> </tr> <tr> <td>03/17/2026</td> <td>Specifications</td> <td>Methods of Evaluation</td> <td>Suggested</td> <td> <p>FOR PART 2 ONLY: For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.</p> </td> <td>Y (statement added for each relevant assignment)</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	03/17/2026	Specifications	Assignments	Suggested	<p>FOR PART 2 ONLY (I didn't see Part 1/Part 2 for assignments, but no changes can be made to Part 1): 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 noting for the relevant assignment. If not appropriate, let me know in the initiator response box.</p> <p>FOR PART 2 ONLY: For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.</p>	Y	03/17/2026	Specifications	Methods of Evaluation	Suggested	<p>FOR PART 2 ONLY: For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.</p>	Y (statement added for each relevant assignment)
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response																
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03/17/2026	Specifications	Methods of Evaluation	Suggested	<p>FOR PART 2 ONLY: For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.</p>	Y (statement added for each relevant assignment)																
	Stage 4: Articulation Officer	No Value	No Value																		

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	
			4/11/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y
			4/15/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for Y - I entered them into the GE criteria 1-6 of the De Anza GE Matrix	tab, and also uploaded the G matrix form.
	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
			4/23/26	Matrix A	All that apply	Required	Please complete for your English advisory	Y
	Stage 7: Dean of Online Learning	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			4/27/26	Basic Course Information	Proposed Details - Attachments		Please attach the Online and Hybrid Course Delivery Request Forms as .pdf files.	Required change Y
			4/28/26	Basic Course Information	Proposed Details - Attachments		The Online form attached is the incorrect (old version) of the form and still missing the Hybrid form. Please check in with the curriculum office for the current version of the forms. Guides are here: https://www.deanza.edu/curriculum/elumen/	Required Change Thanks for letting me know. I filled out the new forms and submitted them.
	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	BIOLD010.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2026 12:00:00 AM
	External Review Approval Date	Sep 1, 2021 12:00:00 AM
	Course Control Number	CCC000161741

Articulation

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





De Anza College
Change Report
 05/06/2026


Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
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
Course Outline	Lab Outline
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.
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H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.


Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 7: Dean of Online Learning
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	• Mi Chang	• Elsa Jimenez-Samayoa • Bram, Jason
	Course ID (CB01A and CB01B)	BIOLD010H	BIOLD010H <u>BIOLC1000H</u>
	Course Control Number	CCC000558240	CCC000558240
	Course Title (CB02)	Introductory Biology - HONORS	Introductory <u>Introduction to Biology - HONORS with Lab – Honors</u>
	Short Course Title	INTRO BIOLOGY-HONORS	INTRO BIOLOGY-HONORS
	TOP Code (CB03)	0401.00	0401.00 Biology, General
	CIP Code	Biology/Biological Sciences, General	26.0101 Biology/Biological Sciences, General
	Department	BIOL - Biology	BIOL - Biology
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This is an introduction to biology as a branch of the biological sciences and to its basic unifying principles, with selected application to the scientific method, evolutionary concepts, genetic modification, biotechnology, ecology, ecological crises and human impacts. Honors students will complete additional research that will broaden and deepen their understanding of biology beyond the expectations of the regular course section.	<p>Part 1: This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society. This is an honors course.</p> <p>Part 2: This is an introduction to biology as a branch of the biological sciences and to its basic unifying principles, with selected application to the scientific method, evolutionary concepts, genetic modification, biotechnology, ecology, ecological crises and human impacts. Honors students will complete additional research that will broaden and deepen their understanding of biology beyond the expectations of the regular course section.</p>
	Course Type (CB27)	<ul style="list-style-type: none"> • Lower Division 	<ul style="list-style-type: none"> • Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> • Online • Hybrid 	<ul style="list-style-type: none"> • Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> • Biological Sciences
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> • FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC. It allows students to meet the Life/Natural/Biological Science with laboratory general education requirement through the study of Biology. This course is a part of the De Anza AA/AS degree. This course is the honors version and as a result includes more advanced assignments and assessments.	<u>This course is transferable to CSU and UC.</u> This course meets a general education requirement for De Anza and Cal-GETC. It allows students to meet the Life/Natural/Biological Science with laboratory general education requirement through the study of Biology. This course is a part of the De Anza AA/AS degree. This course is the honors version and as a result includes more advanced assignments and assessments.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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


Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course integrates diversity, equity, and inclusion by examining biological concepts within their broader social, ethical, and equity contexts. Students evaluate how scientific discoveries in areas such as genetics, evolution, ecology, and human health influence diverse communities and societal decision-making. Course materials and instructional practices aim to support equitable access to learning through clear explanations of scientific concepts, inclusive examples, and use of open educational resources when appropriate. Students will also have a diverse array of assignment such as written and oral reports and evaluations including journals, research demonstrations, as well as traditional quizzes and exams, when appropriate. These approaches help students develop scientific literacy and the ability to analyze biological issues affecting society.</u>
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td>Associated Program</td> <td>Cal-GETC</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td>Associated Program</td> <td>Cal-GETC</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)
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		Associated Program Psychology for Transfer	Associated Program Psychology for Transfer
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Award Type Associate in Arts for Transfer (A.A.-T.) Degree
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Transferability & Gen. Ed. Options															
Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CA5B - Approved. CA5C - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> CA5B - Approved. CA5C - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CA5B - Approved. CA5C - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> CA5B - Approved. CA5C - Approved. 	-	No value
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-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	36	36

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	84	84
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.

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

Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory experience that involve students in exercises of data collection Laboratory discussion sessions and quizzes that evaluate weekly exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <hr/> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory experience that involve students in exercises of data collection Laboratory discussion sessions and quizzes that evaluate weekly exercises</p>

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none"> 1. Reading from the text, laboratory manual and other assigned sources. 2. Completion of writing assignments and oral reports involving critical evaluation of sources of information on medical, ecological, nutritional, or other biology-related topics. 3. Cooperative performance of laboratory exercises and experiments, small group discussions of experimental results followed by written reports of results and conclusions. 4. For the honors project, research a pre-approved topic in Biology and write a 10-15 page research paper citing sources and/or deliver a 20 minute oral presentation on a researched topic to the class and/or the instructor using charts, graphs or images. 	<ol style="list-style-type: none"> 1. Reading from the text, laboratory manual and other assigned sources. 2. Completion of writing assignments and oral reports involving critical evaluation of sources of information on medical, ecological, nutritional, or other biology-related topics. 3. Cooperative performance of laboratory exercises and experiments, small group discussions of experimental results followed by written reports of results and conclusions. 4. For the honors project, research a pre-approved topic in Biology and write a 10-15 page research paper citing sources and/or deliver a 20 minute oral presentation on a researched topic to the class and/or the instructor using charts, graphs or images. 5. Assignment give students choice of topic, encourage students to connect course content to their own lives, interests, and experiences, allow students to engage with biology in ways that feel personally meaningful <ol style="list-style-type: none"> 1. A scientific paper assignment where students choose from a wide range of biology-related topics and reflect on why they chose the topic and/or how it relates to their own lives 2. Discussion posts that ask students to respond to biology-related topics in ways that connect to their own perspectives and experience 3. Group presentations where students choose their own biology-related topic 4. A field trip/alternative field experience where students can choose a biology-related site or setting to explore

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




Methods of Evaluation

Methods of Evaluation

Methods of Evaluation **Methods of Evaluation**

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Objective lecture tests and quizzes that assess the understanding of basic concepts and processes, as well as the ability to apply this information to novel questions 2. Writing assignments and laboratory reports involving summary, synthesis and critical analysis of data. 3. Final examination that will require students to demonstrate the ability to summarize, integrate, and critically analyze information and to apply important concepts examined throughout the course. 4. Oral presentation requiring analytical and interpretive skills evaluated using a rubric. 5. The honors research 	<p>Methods of Evaluation</p> <p>Part 1: Examples of evaluation methods used to observe or measure students' achievement of course outcomes and objectives may include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc.</p> <p>Methods of evaluation are at the discretion of local faculty.</p> <p>Part 2:</p> <ol style="list-style-type: none"> 1. Objective lecture tests and quizzes that assess the understanding of basic concepts and processes, as well as the ability to apply this information to novel questions 2. Writing assignments and laboratory reports involving summary, synthesis and critical analysis of data, provide examples of strong assignments to clarify expectations for all students when possible and appropriate. 3. Final examination that will require students to demonstrate the ability to summarize, integrate, and critically analyze information and to apply important concepts examined throughout the course. 4. Oral presentation requiring analytical and interpretive skills evaluated using a rubric, provide examples of strong assignments to clarify expectations for all students when possible and appropriate. 5. The honors research project will be evaluated with a rubric based on organization, content, subject knowledge, visual aids, and presentation style. provide examples of strong assignments to clarify expectations for all students when possible and appropriate.

Changed	Field	Current Version	Proposed Version
		<p>project will be evaluated with a rubric based on organization, content, subject knowledge, visual aids, and presentation style.</p>	
	<p>Essential Student Materials/Essential College Facilities</p>	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Macs/PC, animal specimens and models, fossils and skeletal specimens of animals, fully equipped biology laboratory including compound binocular microscopes 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Macs/PC, animal specimens and models, fossils and skeletal specimens of animals, fully equipped biology laboratory including compound binocular microscopes

Changed Field Current Version Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Open Stax College. (2013). Concepts of Biology
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Cuff-Alvarado, Judy. "Biology Lab Manual". De Anza College, 2020.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Texts used by individual institutions and even individual sections will vary.
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Textbooks
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	OER Example:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Concepts of Biology
Author	Fowler, S., Wise, J., & Roush, R.
Publisher	OER: OpenStax. https://openstax.org/books/concepts-biology/pages/1-introduction
Date/Edition	(2024)
ISBN	No value

Title	No value
Author	Traditional Examples:
Publisher	No value
Date/Edition	No value

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Publisher	De Anza College												
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ISBN	No value												

Changed	Field	Current Version	Proposed Version
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Suggested Reading List

No value


Reading List Mader, Sylvia, Essentials of Biology 6th edition, McGraw Hill Publisher, NY, NY, 2021.

May include, but are not limited to No value

Reading List Simon, E., Reece, J., Dickey, Jean. Campbell Essential Biology 7th edition. Benjamin Cummings Publisher, 2018

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Analyze the scientific method as an indispensable tool of investigation. Evaluate the characteristics of life Analyze the molecular structure and function of the cell, its organelles and the coordination of cellular activities and processes in the organism. Summarize the processes of cellular and human reproduction Evaluate the scientific evidence supporting the theory of evolution. Appraise and analyze the components and interrelationships of communities, ecosystems and the biosphere. Assess the impacts of human activities on the biosphere Inventory the historical roles and contributions of pioneers of scientific research. Research a current topic in biology or one or more biological concepts or processes. 	<ul style="list-style-type: none"> Part 1: <ol style="list-style-type: none"> 1. Apply the scientific method, including recognizing the elements of experimental design, gathering and analyzing data, and interpreting results. 2. Demonstrate scientific literacy by evaluating social, ethical, and equity issues connected to biological sciences 3. Describe how living things are made of smaller structures that work together to enable the organism to survive. 4. Compare how living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy. 5. Explain how the diversity of living things is the result of evolution of organisms through mechanisms such as heredity, random change, and natural selection. 6. Collaborate on laboratory investigations of the biological content using appropriate, safe methods and equipment. Part 2: <ul style="list-style-type: none"> Analyze the scientific method as an indispensable tool of investigation. Evaluate the characteristics of life Analyze the molecular structure and function of the cell, its organelles and the coordination of cellular activities and processes in the organism. Summarize the processes of cellular and human reproduction Evaluate the scientific evidence supporting the theory of evolution. Appraise and analyze the components and interrelationships of communities, ecosystems and the biosphere. Assess the impacts of human activities on the biosphere Inventory the historical roles and contributions of pioneers of scientific research. Research a current topic in biology or one or more biological concepts or processes.

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs	Evaluate the correlation of structure and function in plants and animals.
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Expected SLO Performance	0.0
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CSLOs	Evaluate the correlation of structure and function in plants and animals.
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Expected SLO Performance	0.0
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Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Analyze the scientific method as an indispensable tool of investigation. <ol style="list-style-type: none"> 1. Formulate and solve problems utilizing the scientific method, including hypothesis development, prediction, and experimentation. 2. Evaluate the terms "hypothesis" and "theory" in common and scientific language. 2. Evaluate the characteristics of life <ol style="list-style-type: none"> 1. Compare and discuss the basic properties shared by all living things: cellular organization, metabolism, homeostasis, growth and reproduction, and heredity. 2. Examine levels of biological organization and the hierarchy of complexity demonstrated by organisms of the living world. 3. Analyze the molecular structure and function of the cell, its organelles and the coordination of cellular activities and processes in the organism. <ol style="list-style-type: none"> 1. Discriminate between the structure and the evolutionary history of Eukaryotic and Prokaryotic life forms and the kingdoms of life associated with these domains. 2. Compare and contrast the basic molecules of life: proteins, carbohydrates, lipids, and Nucleic acids 3. Evaluate basic organelles of the cell and describe their role in cell processes such as photosynthesis, cell respiration, cell transport, cell division. 4. Compare prokaryotic and eukaryotic cells and their evolutionary history. 5. Examine some of the specific human health problems related to abnormalities of cell structure or biochemistry (e.g., sickle cell anemia, Tay Sachs, cystic fibrosis) 4. Summarize the processes of cellular and human reproduction <ol style="list-style-type: none"> 1. Compare and contrast mitosis and meiosis, the phases and subphases of the cell cycle and 	<p>Part 1:</p> <ol style="list-style-type: none"> 1. The scientific method and the process of science 2. Cellular chemistry and biochemistry <ol style="list-style-type: none"> 1. Atoms and bonding 2. Properties of water 3. Structure and function of biological molecules 3. Cell structure and function <ol style="list-style-type: none"> 1. Cells, membranes, and organelles 2. Prokaryotes versus eukaryotes 3. Transport across the cell membrane 4. Cellular metabolism <ol style="list-style-type: none"> 1. Enzyme structure and function 2. Photosynthesis 3. Cellular respiration 4. Fermentation 5. Cellular division <ol style="list-style-type: none"> 1. Prokaryotic binary fission 2. Eukaryotic cell cycle 3. Eukaryotic asexual reproduction (mitosis) 4. Eukaryotic sexual reproduction (meiosis) 6. DNA structure and function <ol style="list-style-type: none"> 1. DNA replication 2. Transcription and translation 3. Regulation of gene expression 4. The impact of mutations 5. The impact of biotechnology 7. Principles of heredity <ol style="list-style-type: none"> 1. Mendelian genetics 2. Non-Mendelian genetics 3. Application to human genetics 8. Principles of evolution <ol style="list-style-type: none"> 1. Evolutionary mechanisms 2. Evolutionary evidence 3. Speciation and classification 4. The effect of extinction 5. Survey of biodiversity across Domains 9. Principles of ecology <ol style="list-style-type: none"> 1. Biosphere and biomes 2. Population growth and regulation 3. Community interactions 4. Flow of energy and matter in ecosystems 5. Human interactions with the biosphere 6. Conservation biology and sustainability

Changed	Field	Current Version	Proposed Version
		<p>the role these processes play in reproduction, growth and cell repair.</p> <p>2. Appraise genetics and the transmission of genes from generation to generation, distinguishing different patterns of inheritance and examining molecular genetics.</p> <p>3. Examine the consequences of errors that may occur during mitotic or meiotic cell divisions including: silent mutations, Down Syndrome, Turner Syndrome, and various forms of cancer.</p> <p>5. Evaluate the scientific evidence supporting the theory of evolution.</p> <p>1. Compare and contrast scientific evidence such as the fossil record, the molecular record, the anatomical record including homologous and analogous structures.</p> <p>2. Analyze natural selection, the process that has led to the diversification of life forms and the development of adaptations of organisms to their environment and their interdependent relationships</p> <p>3. Assess evidence that human activities result in selection on other species (e.g., antibiotic resistance in bacteria, pesticide resistance in insects, introduced species, and artificial selection)</p> <p>6. Appraise and analyze the components and interrelationships of communities, ecosystems and the biosphere.</p> <p>1. Diagram and examine trophic pyramids, energy pyramids, food chains and food webs.</p> <p>2. Analyze the flow of energy and cycling of materials in ecosystems</p> <p>3. Compare and contrast the earth's terrestrial and aquatic ecosystems including biomes and plant communities such as: the desert, tropical rain forest, foothill woodland, riparian, chaparral, redwood, marsh and estuary.</p>	<p>Part 2:</p> <p>1. Analyze the scientific method as an indispensable tool of investigation.</p> <p>1. Formulate and solve problems utilizing the scientific method, including hypothesis development, prediction, and experimentation.</p> <p>2. Evaluate the terms "hypothesis" and "theory" in common and scientific language.</p> <p>2. Evaluate the characteristics of life</p> <p>1. Compare and discuss the basic properties shared by all living things: cellular organization, metabolism, homeostasis, growth and reproduction, and heredity.</p> <p>2. Examine levels of biological organization and the hierarchy of complexity demonstrated by organisms of the living world.</p> <p>3. Analyze the molecular structure and function of the cell, its organelles and the coordination of cellular activities and processes in the organism.</p> <p>1. Discriminate between the structure and the evolutionary history of Eukaryotic and Prokaryotic life forms and the kingdoms of life associated with these domains.</p> <p>2. Compare and contrast the basic molecules of life: proteins, carbohydrates, lipids, and Nucleic acids</p> <p>3. Evaluate basic organelles of the cell and describe their role in cell processes such as photosynthesis, cell respiration, cell transport, cell division.</p> <p>4. Compare prokaryotic and eukaryotic cells and their evolutionary history.</p> <p>5. Examine some of the specific human health problems related to abnormalities of cell structure or biochemistry (e.g., sickle cell anemia, Tay Sachs, cystic fibrosis)</p> <p>4. Summarize the processes of cellular and human reproduction</p> <p>1. Compare and contrast mitosis and meiosis, the phases and</p>

Changed	Field	Current Version	Proposed Version
		<p>7. Assess the impacts of human activities on the biosphere</p> <ol style="list-style-type: none"> 1. Examine and discuss the causes and impacts of global climate change, deforestation, marine fisheries depletion, in historical and current perspective. 2. Evaluate the evolution of human ecology(from hunter/gatherers, pastoralists, to agriculturalists and to more modern industrialists) and discuss its impact on the earth. 3. Estimate the environmental consequences of human inaction and propose changes that may reduce the rate of global climate change. <p>8. Inventory the historical roles and contributions of pioneers of scientific research.</p> <ol style="list-style-type: none"> 1. Assess the work and research results of leading biologists over time, such as Darwin, Gould and Eldredge, McClintock, Watson and Crick, and Franklin. 2. Examine scientific contributions of physicians and scientists in various cultural groups throughout history. <p>9. Research a current topic in biology or one or more biological concepts or processes.</p> <ol style="list-style-type: none"> 1. Evaluate and synthesize the current work of multiple agencies, institutions or researchers. 2. Develop written and oral communication skills in the presentation of a current topic in Biology. 	<p>subphases of the cell cycle and the role these processes play in reproduction, growth and cell repair.</p> <ol style="list-style-type: none"> 2. Appraise genetics and the transmission of genes from generation to generation, distinguishing different patterns of inheritance and examining molecular genetics. 3. Examine the consequences of errors that may occur during mitotic or meiotic cell divisions including: silent mutations, Down Syndrome, Turner Syndrome, and various forms of cancer. <p>5. Evaluate the scientific evidence supporting the theory of evolution.</p> <ol style="list-style-type: none"> 1. Compare and contrast scientific evidence such as the fossil record, the molecular record, the anatomical record including homologous and analogous structures. 2. Analyze natural selection, the process that has led to the diversification of life forms and the development of adaptations of organisms to their environment and their interdependent relationships 3. Assess evidence that human activities result in selection on other species (e.g., antibiotic resistance in bacteria, pesticide resistance in insects, introduced species, and artificial selection) <p>6. Appraise and analyze the components and interrelationships of communities, ecosystems and the biosphere.</p> <ol style="list-style-type: none"> 1. Diagram and examine trophic pyramids, energy pyramids, food chains and food webs. 2. Analyze the flow of energy and cycling of materials in ecosystems 3. Compare and contrast the earth's terrestrial and aquatic ecosystems including biomes and plant communities such as: the desert, tropical rain forest, foothill woodland, riparian, chaparral, redwood, marsh and estuary.

Changed	Field	Current Version	Proposed Version
			<p>7. Assess the impacts of human activities on the biosphere</p> <ol style="list-style-type: none"> 1. Examine and discuss the causes and impacts of global climate change, deforestation, marine fisheries depletion, in historical and current perspective. 2. Evaluate the evolution of human ecology(from hunter/gatherers, pastoralists, to agriculturalists and to more modern industrialists) and discuss its impact on the earth. 3. Estimate the environmental consequences of human inaction and propose changes that may reduce the rate of global climate change. <p>8. Inventory the historical roles and contributions of pioneers of scientific research.</p> <ol style="list-style-type: none"> 1. Assess the work and research results of leading biologists over time, such as Darwin, Gould and Eldredge, McClintock, Watson and Crick, and Franklin. 2. Examine scientific contributions of physicians and scientists in various cultural groups throughout history. <p>9. Research a current topic in biology or one or more biological concepts or processes.</p> <ol style="list-style-type: none"> 1. Evaluate and synthesize the current work of multiple agencies, institutions or researchers. 2. Develop written and oral communication skills in the presentation of a current topic in Biology.
		<p>Lab Component in this Course</p>	<p>Yes</p>

Changed	Field	Current Version	Proposed Version
	Lab Outline	<ol style="list-style-type: none"> 1. Introduction to the Light Microscope 2. Cells and Tissues 3. Macromolecules: Molecules of Life 4. Biotechnology: Simulation of DNA analysis 5. Cell Division 6. Genetics and Inheritance 7. Animal Kingdom Diversity 8. Plant Kingdom Diversity 9. Ecology Lab 10. Evolution and Natural Selection. 	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Process of science and experimental design 2. Personal protective equipment, care and safe use of laboratory equipment 3. Utilization of microscopy to visualize and identify cell structures 4. Cellular transport mechanisms 5. Energy cycling and metabolism 6. Cell division 7. Genetics and inheritance 8. Diversity of life 9. Evolution 10. Ecology <p>Part 2:</p> <ol style="list-style-type: none"> 1. Introduction to the Light Microscope 2. Cells and Tissues 3. Macromolecules: Molecules of Life 4. Biotechnology: Simulation of DNA analysis 5. Cell Division 6. Genetics and Inheritance 7. Animal Kingdom Diversity 8. Plant Kingdom Diversity 9. Ecology Lab 10. Evolution and Natural Selection.

Blue Form

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

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






Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in BIOL D006A, BIOL D06AH, BIOL D006B, BIOL D006C, BIOL D06CH, BIOL D010. or equivalent.)	(Not open to students with credit in BIOL D006A, BIOL D06AH, BIOL D006B, BIOL D006C, BIOL D06CH, BIOL D010. or equivalent.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Assignments: "Reading from the text, laboratory manual, and other assigned sources"; "Writing assignments... involving critical evaluation of sources" Methods of Evaluation: "Writing assignments... involving summary, synthesis and critical analysis of data" Summary: Students must analyze and interpret complex scientific texts and data from diverse sources, requiring college-level reading and critical analysis skills.
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Assignments: "Scientific paper assignment... reflect on why they chose the topic and/or how it relates to their own lives"; "Discussion posts... connect to their own perspectives and experience" Summary: Students produce writing that integrates scientific content with personal perspective, requiring developed composition skills.
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Assignments / Methods of Evaluation: "Writing assignments... critical evaluation of sources"; "Writing assignments and laboratory reports involving summary, synthesis and critical analysis" Summary: Students are required to incorporate and cite sources in formal written work, demonstrating academic conventions appropriate to college-level writing.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Assignments: "Written reports of results and conclusions" following laboratory work Methods of Evaluation: "Final examination... summarize, integrate, and critically analyze information" Summary: Students must communicate scientific ideas clearly and effectively in writing, requiring control of grammar, syntax, and organization.
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Assignments: "Critical evaluation of sources... on medical, ecological... topics"; "Group presentations... choose their own biology-related topic" Course Outline: "Formulate and solve problems utilizing the scientific method... hypothesis development, prediction, and experimentation" Summary: Students evaluate multiple perspectives and evidence to form reasoned conclusions, requiring critical thinking and analytical comparison skills.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

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

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

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

No Value

No Value

G-Matrix Form

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

No Value


No Value

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	Students must meet eligibility for the De Anza College Honors Program, including a minimum 3.0 GPA (or equivalent), readiness for transfer-level English, and approval through the Honors application process or instructor consent.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: "The scientific method and the process of science"; "Cellular chemistry and biochemistry (atoms and bonding, properties of water, structure and function of biological molecules)"</p>
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Assignments: "Writing assignments and oral reports involving critical evaluation of sources"; "Cooperative performance of laboratory exercises... followed by written reports"</p>
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of Evaluation: Exams, laboratory work, and projects assessing understanding and application of concepts</p>



Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Objectives: "Evaluate scientific information to demonstrate scientific literacy, including analysis of social, ethical, and equity issues in biological sciences."
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Objectives: "Explain and evaluate the mechanisms of evolution... and their role in the diversity of life."
	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	Lab Outline: Experimental design, microscopy, cellular processes, and energy cycling

Comments

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


CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	BIOL 010H	BIOL 010H
	Course Status	New	New
	Course Characteristics	Honors	Honors
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	11/20/2020	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/20/2020	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Changed 5-year revision year to match the non-honors -mc • Hybrid appr. 6/10/14; DL appr. 11/10/20 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Changed 5-year revision year to match the non-honors -mc • Hybrid appr. 6/10/14; DL appr. 11/10/20 (effect. F20).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc


Comments

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			03/17/2026	Specifications	Assignments	Suggested	experiences	Y

FOR PART 2 ONLY (I didn't see Part 1/Part 2 for assignments, but no changes can be made to Part 1): Do any of these assignments do one or more of the following: (1) encourage students to connect course content to their own life, background, and (2) provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting for the relevant assignment. If not appropriate, let me know in the initiator response box.

Changed	Questions	Current Version	Proposed Version																		
			<p>FOR PART 2 ONLY: For any evaluation methods, does the instructor provide examples of strong and/or successful assignments to clarify expectations for all students (statement added for each relevant assignment) when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box.</p>																		
	Stage 4: Articulation Officer	No Value	No Value																		
	Stage 5: De Anza General Education	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>4/11/26</td> <td>De Anza GE Form</td> <td>Criteria 1-6</td> <td>Required</td> <td>Please provide responses for criteria 1-6 of the De Anza GE Matrix</td> <td>Y</td> </tr> <tr> <td>4/15/26</td> <td>De Anza GE Form</td> <td>Criteria 1-6</td> <td>Required</td> <td>Please provide responses for criteria 1-6 of the De Anza GE Matrix. Its possible it was entered and not saved because I cant see anything on the DE form</td> <td>Y - I uploaded the GE Matrix form again with each of the 6 criteria. I'm crossing my fingers you can see them now.</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	4/11/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y	4/15/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix. Its possible it was entered and not saved because I cant see anything on the DE form	Y - I uploaded the GE Matrix form again with each of the 6 criteria. I'm crossing my fingers you can see them now.
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response																
4/11/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y																
4/15/26	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix. Its possible it was entered and not saved because I cant see anything on the DE form	Y - I uploaded the GE Matrix form again with each of the 6 criteria. I'm crossing my fingers you can see them now.																
	Stage 6: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>4/23/26</td> <td>Matrix A</td> <td>All that apply</td> <td>Required</td> <td>Please complete for your English advisory</td> <td>Y</td> </tr> <tr> <td>4/23/26</td> <td>Matrix H</td> <td>Objective 2</td> <td>Required</td> <td>Please complete for your Honors limitation on enrollment</td> <td>incomplete -zj 4/27, Complete 4/28</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	4/23/26	Matrix A	All that apply	Required	Please complete for your English advisory	Y	4/23/26	Matrix H	Objective 2	Required	Please complete for your Honors limitation on enrollment	incomplete -zj 4/27, Complete 4/28
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response																
4/23/26	Matrix A	All that apply	Required	Please complete for your English advisory	Y																
4/23/26	Matrix H	Objective 2	Required	Please complete for your Honors limitation on enrollment	incomplete -zj 4/27, Complete 4/28																

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 7: Dean of Online Learning	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			5/2/26	Basic Course Information	Proposed Details - Attachments	Required		Please upload the updated form for the Online Delivery Request and also include one for the Hybrid Modality.
	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	BIOLD010H
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2026 12:00:00 AM
	External Review Approval Date	Sep 1, 2021 12:00:00 AM
	Course Control Number	CCC000558240

Articulation

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

De Anza College
Change Report
 05/06/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Effective Term
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
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.)
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 4: Articulation Officer
Comments	Stage 5: De Anza General Education
Formerly Statement	Formerly Statement
Foothill Equivalency	Foothill Course ID

Section**Changed field**

Foothill Equivalency

Does the course have a Foothill equivalent?

Foothill Equivalency

Foothill Faculty Consultation Name

DEI Review

Please summarize the ways in which your course includes DEI.

DEI Review

Please check all areas in the COR that address DEI.




UC Transferable and/or Lower-Division Major Requirement


Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement

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

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Thalia Bobadilla Chivers, Nick Anderson, Stephanie 	<ul style="list-style-type: none"> Nick Chivers Anderson, Stephanie
	Course ID (CB01A and CB01B)	COMMD016.	COMMD016. <u>COMMC1004</u>
	Course Control Number	CCC000573678	CCC000573678
	Course Title (CB02)	Interpersonal Communication	Interpersonal Communication
	Short Course Title	INTERPERSONAL COMMUNICATION	INTERPERSONAL COMMUNICATION
	TOP Code (CB03)	1506.00	1506.00 Speech Communication
	CIP Code	Speech Communication and Rhetoric	09.0101 Speech Communication and Rhetoric
	Department	COMM - Communication Studies	COMM - Communication Studies
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course focuses on the study of interpersonal communication theory, methods, and research, with an emphasis on developing self-concept through listening, verbal and nonverbal communication, language, and cultural knowledge to ethically maintain effective relationships in an increasingly diverse and interconnected global society, both personally and professionally.	<p>Part 1: This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations.</p> <p>Part 2: Students in this course will explore the study of interpersonal communication theory, methods, and research, with an emphasis on developing self-concept through listening, verbal and nonverbal communication, language, and cultural knowledge to ethically maintain effective relationships in an increasingly diverse and interconnected global society, both personally and professionally.</p>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	<ul style="list-style-type: none"> Communication Studies (Speech Communication) 	<ul style="list-style-type: none"> Communication Studies (Speech Communication)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	<ul style="list-style-type: none"> FHDA FSA - SPEECH 	<ul style="list-style-type: none"> FHDA FSA - SPEECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	(Formerly COMM 16.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course belongs on the Communication Studies A.A. degree, is CSU and UC transferable, and fulfills De Anza GE requirements. This course introduces students to the theories, concepts, and skills necessary for effective communication competence across varying relationships in a variety of contexts.	This course belongs on the Communication Studies A.A. degree, is CSU and UC transferable, and fulfills De Anza GE requirements. This course introduces students to the theories, concepts, and skills necessary for effective communication competence across varying relationships in a variety of contexts.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course
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Mirrored Credit/Noncredit Course

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

Cross-listed Course


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

Changed	Field	Current Version	Proposed Version
	Foothill Course ID	No value	<u>COMM 2: Interpersonal Communication</u>
	Does the course have a Foothill equivalent?	No	No <u>Yes</u>
	Foothill Faculty Consultation Name	No value	<u>Lauren Velasco</u>


DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>Primary texts and references suggested prioritize OER and ZTC materials, and all suggested materials represent a range of perspectives and identities. Methods of instruction as well as methods of evaluation provide guidance for engaging the wide diversity of our student body, especially in regards to accessibility for students with disabilities. The course outline is clear and transparent, and recommends a pathway through the course material that analyses systems of power, oppression, bias, stereotyping, prejudice, and other systems of inequity.</u>
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline • Specifications - Assignments

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

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

Changed Field Current Version Proposed Version

Course is part of a program

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

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

Associated Program	Communication Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Communication Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Communication Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Communication Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Communication Studies 2.0 for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Communication Studies 2.0 for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

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

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

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

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

Associated Program	Human Services (In Development)

Associated Program	Human Services (In Development)

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

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Italian Language and Culture

Associated Program Italian Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Korean Language and Culture

Associated Program Korean Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

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

Associated Program Russian Language and Culture

Associated Program Russian Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Changed	Field	Current Version	Proposed Version
		Associated Program Spanish Language and Culture (In Development) Award Type Associate in Arts (A.A.) Degree	Associated Program Spanish Language and Culture (In Development) Award Type Associate in Arts (A.A.) Degree
		Associated Program Spanish Language and Culture (In Development) Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Spanish Language and Culture (In Development) Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version																								
	Course General Education Status (CB25)	Y	Y																								
	Transfer Status	Approved	Approved																								
	GE Information	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • COMM - Approved. </td> </tr> <tr> <td>-</td> <td>C-ID COMM 130</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>System/Institution</th> <th>De Anza GE</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none"> • COMM - Approved. 	-	C-ID COMM 130	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. 	-	No value	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • COMM - Approved. </td> </tr> <tr> <td>-</td> <td>C-ID COMM 130</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>System/Institution</th> <th>De Anza GE</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none"> • COMM - Approved. 	-	C-ID COMM 130	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. 	-	No value
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Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. 																										
-	No value																										

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

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	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			
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Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative projects Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative projects Collaborative learning and small group exercises</p>

Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"> 1. Listening <ol style="list-style-type: none"> 1. Select and apply ethical listening strategies in various contexts 2. Experience and assess potential impact of discriminative, evaluative, empathic and reflective listening 2. Speaking <ol style="list-style-type: none"> 1. Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives 2. Participate in simulations such as work teams, dyads, dialogues, and role playing to display and experience forms of interpersonal communication. 3. Interview people of different cultures including ethnic and other minorities, perspectives, or social backgrounds. 3. Writing <ol style="list-style-type: none"> 1. Essays emphasizing the personal application of interpersonal communication concepts. 2. Essays emphasizing methods and theoretical understanding of interpersonal communication. 3. Critiques of various men, women, and of ethnic and other minorities, Western and Non-Western perspectives presented in 	<ol style="list-style-type: none"> 1. Listening <ol style="list-style-type: none"> 1. Identify & evaluate ethical listening strategies in various contexts 2. Experience and assess potential impact of discriminative, evaluative, empathic and reflective listening 2. Speaking <ol style="list-style-type: none"> 1. Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives 2. Participate in simulations such as work teams, dyads, dialogues, and role playing to display and experience forms of interpersonal communication. 3. Interview people of different cultures including ethnic and other minorities, perspectives, or social backgrounds. 3. Writing <ol style="list-style-type: none"> 1. Essays emphasizing the personal application of interpersonal communication concepts. 2. Essays emphasizing methods and theoretical understanding of interpersonal communication. 3. Critiques of various men, women, and of ethnic and other minorities, Western and Non-Western perspectives presented in

Changed	Field	Current Version	Proposed Version
		the textbook, readings and class discussions.	the textbook, readings and class discussions.
		4. Analyses of assigned readings, case studies, interpersonal experiences and media presentations.	4. Analyses of assigned readings, case studies, interpersonal experiences and media presentations.
		5. Review an analysis of how digital/social networking presence is defined and presented through a social media platform and or creation and introduction of a digital presence through a new social media platform.	5. Review an analysis of how digital/social networking presence is defined and presented through a social media platform and or creation and introduction of a digital presence through a new social media platform.
		4. Reading	4. Reading
		1. Required reading assignments in the textbook	1. Required reading assignments in the textbook
		2. Selected readings from current periodicals and/or handouts	2. Selected readings from current periodicals and/or handouts
		5. Comprehensive Project	5. Comprehensive Project
		1. Learning log or journal entries specifically directed toward self-analysis and personal development.	1. Learning log or journal entries specifically directed toward self-analysis and personal development.
		2. Individual or group presentation that provides a comparative perspective and analysis of interpersonal communication from men, women, and of ethnic and other minorities, both Western and Non-Western societies.	2. Individual or group presentation that provides a comparative perspective and analysis of interpersonal communication from men, women, and of ethnic and other minorities, both Western and Non-Western societies.
		3. A synthesis of the major theories and methods of the course applied to a self-analysis, case study, or media selection with emphasis on those concepts which are particularly important for the student.	3. A synthesis of the major theories and methods of the course applied to a self-analysis, case study, or media selection with emphasis on those concepts which are particularly important for the student.

Changed **Field**

Current Version

Proposed Version

Changed

Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Evaluation of various directed collaborative activities such as group presentations, problem-solving discussions, and interviews that demonstrate interpersonal communication competence. 2. Evaluation of written essays, journals, and critiques that require theory and method integration, and research, application, and self-reflection. 3. Evaluation of comprehensive project that requires synthesis and application of major interpersonal communication concepts. 4. Quizzes and or midterm exam featuring multiple choice and or short answer questions to test relevant course information. 	<p>Methods of Evaluation</p> <p>Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, written assignments, journals, projects, research, oral presentations, etc.</p> <p>Methods of evaluations are at the discretion of local faculty.</p> <p>Part 2:</p> <ol style="list-style-type: none"> 1. Evaluation of various directed collaborative activities such as group presentations, problem-solving discussions, and interviews that demonstrate interpersonal communication competence. 2. Evaluation of written essays, journals, and critiques that require theory and method integration, and research, application,

Changed	Field	Current Version	Proposed Version
		<p>5. Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>	<p>and self-reflection.</p> <p>3. Evaluation of comprehensive project that requires synthesis and application of major interpersonal communication concepts.</p> <p>4. Quizzes and or midterm exam featuring multiple choice and or short answer questions to test relevant course information.</p> <p>5. Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>

Essential Student Materials/Essential College Facilities

Essential Student Materials:
 • None

Essential College Facilities:
 • None

Essential Student Materials:
 • None

Essential College Facilities:
 • None

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

Title	Interplay: The Process of Interpersonal Communication.
Author	Adler, R., Rosenfeld, L., Proctor II., R. (2020)
Publisher	Oxford University Press
Date/Edition	15
ISBN	No value

Title	Interpersonal Communication: Relating to Others
Author	Beebe, S.A., Beebe, S.J. & Redmon, M.V.
Publisher	Pearson
Date/Edition	2020/9
ISBN	No value

Title	Interpersonal Communication: Everyday Encounters.
Author	Wood, J.
Publisher	Cengage
Date/Edition	2020/9
ISBN	No value

Title	Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible. Examples of texts include, but are not limited to:
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Communication to Connect: Interpersonal Communication for Today
Author	Department of Communication Studies, Austin Community College
Publisher	OER: Department of Communication Studies, Austin Community College.
Date/Edition	2021
ISBN	No value

Title	Interpersonal Communication Textbook
Author	Leonard
Publisher	OER: College of the Canyons

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

Title	I.C.A.T. - Interpersonal Communication Abridged Textbook.
Author	Gerber, P. & Murphy, H.
Publisher	Libretexts
Date/Edition	2021
ISBN	No value

Date/Edition	2019
ISBN	No value

Title	Looking Out, Looking In
Author	Adler, R., & Proctor II, R.
Publisher	Wadsworth Publishing
Date/Edition	2022/16th
ISBN	No value

Title	Interpersonal Communication: Everyday Encounters
Author	Wood, J.
Publisher	Wadsworth Publishing
Date/Edition	2020/9th
ISBN	No value

Title	Close Encounters: Communication in Relationships
Author	Guerrero, Anderson & Afifi
Publisher	Sage Publications, Inc.
Date/Edition	2020/6th
ISBN	No value

Changed Field

Current Version

Proposed Version

Title	Interpersonal Communication: A Mindful Approach to Relationships
Author	Wrench, Punyanunt-Carter, & Thweatt
Publisher	OER: State University of New York
Date/Edition	2023
ISBN	No value

Title	Interplay: The Process of Interpersonal Communication
Author	Adler, R., & Proctor II, R.
Publisher	Oxford University Press
Date/Edition	2023/16th
ISBN	No value

Title	No value
Author	Textbook choice is at the discretion of faculty.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
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Changed	Field	Current Version	Proposed Version										
			<table border="1"> <tr> <td>Author</td> <td>Part 2:</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>	Author	Part 2:	Publisher	No value	Date/Edition	No value	ISBN	No value		
Author	Part 2:												
Publisher	No value												
Date/Edition	No value												
ISBN	No value												
			<table border="1"> <tr> <td>Title</td> <td>Interpersonal Communication: Relating to Others</td> </tr> <tr> <td>Author</td> <td>Beebe, S.A., Beebe, S.J. & Redmon, M.V.</td> </tr> <tr> <td>Publisher</td> <td>Pearson</td> </tr> <tr> <td>Date/Edition</td> <td>2020/9th</td> </tr> <tr> <td>ISBN</td> <td>No value</td> </tr> </table>	Title	Interpersonal Communication: Relating to Others	Author	Beebe, S.A., Beebe, S.J. & Redmon, M.V.	Publisher	Pearson	Date/Edition	2020/9th	ISBN	No value
Title	Interpersonal Communication: Relating to Others												
Author	Beebe, S.A., Beebe, S.J. & Redmon, M.V.												
Publisher	Pearson												
Date/Edition	2020/9th												
ISBN	No value												
	Suggested Reading List	No value	No value										

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Examine specific theoretical perspectives, methods, the historical development, and principles of interpersonal communication. • Evaluate how culture and language influence all interpersonal relationships. • Analyze the development of the self-concept and evaluate how it is asserted, negotiated and redefined in interpersonal relations. • Recognize the personal, social, and ethical implications of multi-modal and face-to-face communicative interactions. • Develop skills and methods necessary for building and maintaining relationships appropriate to various interpersonal contexts. 	<ul style="list-style-type: none"> • Part 1: <ul style="list-style-type: none"> • 1. Evaluate and apply research methods and theories of interpersonal communication. • 2. Analyze the ways that communication can create, develop and shape perceptions of personal and social identities including variables such as but not limited to culture, gender, ethnicity, race, age, and orientation. • 3. Evaluate the influences of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships • 4. Critically assess and utilize ethical communication practices within interpersonal relationships as part of interpersonal communication competency. • 5. Critically assess sources of conflict in interpersonal relationships and implement appropriate conflict management strategies. • Part 2: <ul style="list-style-type: none"> • Examine specific theoretical perspectives, methods, the historical development, and principles of interpersonal communication. • Evaluate how culture and language influence all interpersonal relationships. • Analyze the development of the self-concept and evaluate how it is asserted, negotiated and redefined in interpersonal relations. • Recognize the personal, social, and ethical implications of multi-modal and face-to-face communicative interactions. • Analyze efficacy of communication theory and

Changed Field

Current Version

Proposed Version

strategy for building and maintaining relationships appropriate to various interpersonal contexts.

CSLOs

CSLOs Analyze and assess communication patterns and behaviors in Interpersonal relationships across various contexts (familial, personal and professional).

Expected SLO Performance 0.0

CSLOs Analyze and assess communication patterns and behaviors in Interpersonal relationships across various contexts (familial, personal and professional).

Expected SLO Performance 0.0

CSLOs Apply communication theories, methods, and concepts to improve communication effectiveness and relational satisfaction in interpersonal relationships.

Expected SLO Performance 0.0

CSLOs Apply communication theories, methods, and concepts to improve communication effectiveness and relational satisfaction in interpersonal relationships.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Examine specific theoretical perspectives, methods, the historical development, and principles of interpersonal communication. <ol style="list-style-type: none"> 1. Identify major theoretical perspectives such as social scientific, interpretive and critical paradigms which ground much of the research within the discipline. 2. Examine and discuss the methods and historical development of communication studies as a discipline as it developed from the traditional semantic and rhetorical perspectives to the contemporary perspective which includes a variety of contexts and bridges multiple disciplines. 3. Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler. 4. Evaluate the impact and ethical usage of current technology, social networking, and social media literacy on 	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Foundational theories, models, and research in interpersonal communication. 2. Influences on identity development, and the impact of culture, race, ethnicity, gender, orientation, etc. on interpersonal communication. 3. The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory 4. Symbolic and linguistic attributes with respect to language in interpersonal communication. 5. The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories. 6. Nonverbal communication; may include principles and theories such as Expectancy Violation Theory 7. Listening; processes, styles, types, challenges, and responses. 8. Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust. 9. Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication. 10. Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory. 11. Development, maintenance, and dissolution of various types of relationships; may include Social Penetration Theory, Attachment

Changed	Field	Current Version	Proposed Version
		<p>interpersonal communication.</p> <p>5. Locate, use, and properly cite sources (in APA or MLA format)of information relevant to interpersonal contexts.</p> <p>2. Evaluate how culture and language influence all interpersonal relationships.</p> <p>1. Discuss how language and performative communication create, shape, sustain, and change our constructions of cultural and social realities.</p> <p>2. Analyze how our language and social performances shape our beliefs, attitudes, and values about prejudices, stereotypes, ideology, and social norms.</p> <p>3. Examine the implications of how the construction of social categories such as race, ethnicity, socioeconomic class, religion, gender and culture influence our social interactions.</p> <p>4. Examine the growth, decline and evolution of language due to cultural migration, economic changes and technology and its impact on the development of interpersonal relationships.</p> <p>3. Analyze the development of the self-concept and evaluate how it is asserted, negotiated and redefined in interpersonal relations.</p> <p>1. Discuss personal identity as multi-dimensional and</p>	<p>Theory, and Knapp's Relational Model.</p> <p>Part 2:</p> <p>1. Foundational theories, models, and research in interpersonal communication</p> <p>1. Identify major theoretical perspectives such as social scientific, interpretive and critical paradigms which ground much of the research within the discipline</p> <p>2. Examine and discuss the methods and historical development of communication studies as a discipline as it developed from the traditional semantic and rhetorical perspectives to the contemporary perspective which includes a variety of contexts and bridges multiple disciplines</p> <p>3. Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler</p> <p>2. Influences on identity development, and the impact of culture, race, ethnicity, gender,</p>

Changed	Field	Current Version	Proposed Version
		<p>changing while influenced by family structure, culture, gender, ethnicity, race, social roles, age, environment, reference groups, technology, and social networking.</p> <p>2. Analyze the influence that self-concept has on the development and maintenance of interpersonal relationships and the ways in which our identities are co-created in conversation and dialogue with others.</p> <p>3. Assess the effects of perception in relation to the development of the self and others.</p> <p>4. Examine the complexity of interpersonal communication methods employed within multiple contexts such as family, friendships, and work.</p> <p>5. Identify key elements of mindful communication as a way to become more compassionate and flexible communicators.</p> <p>4. Recognize the personal, social, and ethical implications of multi-modal and face-to-face communicative interactions.</p> <p>1. Identify personal and Western and Non-Western cultural challenges related to managing privacy and self-disclosures on virtual platforms and in face-to-face interactions.</p> <p>2. Compare and contrast influences on relationship satisfaction, engagement, trust, and self-disclosure</p>	<p>orientation, etc. on interpersonal communication.</p> <p>1. Discuss how language and performative communication create, shape, sustain, and change our constructions of cultural and social realities.</p> <p>2. Examine the implications of how the construction of social categories such as race, ethnicity, socioeconomic class, religion, gender and culture influence our social interactions</p> <p>3. Discuss personal identity as multi-dimensional and changing while influenced by family structure, culture, gender, ethnicity, race, social roles, age, environment, reference groups, technology, and social networking</p> <p>4. Analyze the influence that self-concept has on the development and maintenance of interpersonal relationships and the ways in which our identities are co-created in conversation and dialogue with others</p> <p>5. Examine and compare the influence of verbal and nonverbal communication in various communication situations, including across gender, cultural, and Western and Non-Western societies</p> <p>6. Describe and compare the effects of communication on interpersonal</p>


Changed	Field	Current Version	Proposed Version
		<p>between multi-modal and face-to-face interactions.</p> <p>3. Discuss the ethical responsibilities and challenges in initiating, maintaining, and sustaining relationships through social media as it differs from face-to-face interactions.</p> <p>4. Discuss the role of power and social inequities and the corresponding challenges and implications for social influence and conflict across interpersonal relationships.</p> <p>5. Develop skills and methods necessary for building and maintaining relationships appropriate to various interpersonal contexts.</p> <p>1. Discuss how developing interpersonal skills and methods will influence the quality of our relationships on a personal, social, business, and global level.</p> <p>2. Compare the various types of listening such as discriminative, evaluative, empathic, and reflective. Assess, apply and evaluate types of listening behavior in a variety of circumstances to develop ethical interpersonal communication.</p> <p>3. Examine and assess how trust and self-disclosure are influenced by variables such as culture and gender.</p>	<p>relationships, social realities, men, women, and of ethnic and other minorities, and Western and Non-Western perspectives.</p> <p>3. The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory.</p> <p>1. Assess the effects of perception in relation to the development of the self and others.</p> <p>2. Examine how perception of others and perception of our self by others is impacted by our digital presence.</p> <p>4. Symbolic and linguistic attributes with respect to language in interpersonal communication</p> <p>1. Examine the growth, decline and evolution of language due to cultural migration, economic changes and technology and its impact on the development of interpersonal relationships</p> <p>5. The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories.</p> <p>6. Nonverbal communication; may include principles and theories such as Expectancy Violation Theory.</p> <p>7. Listening; processes, styles, types, challenges, and responses.</p> <p>1. Compare the various types of listening such as discriminative, evaluative, empathic, and reflective. Assess and evaluate</p>



Changed	Field	Current Version	Proposed Version
		<p>4. Examine and compare the influence of verbal and nonverbal communication in various situations, including across gender, cultural, and Western and Non-Western societies.</p> <p>5. Demonstrate an understanding of how interpersonal communication ethics protects and promotes good relationships.</p> <p>6. Examine and apply appropriate conflict management and problem-solving approaches to a variety of interpersonal situations.</p> <p>7. Assess the context of interpersonal conflict including the participants, the message, and the history, in order to select the most appropriate problem-solving approach.</p> <p>8. Evaluate the outcome of conflict management and problem solving while maintaining positive interpersonal relationships.</p> <p>9. Describe and compare the effects of communication on interpersonal relationships, social realities, men, women, and of ethnic and other minorities, and Western and Non-Western perspectives.</p> <p>10. Examine how perception of others and perception</p>	<p>types of listening behavior in a variety of circumstances and their role in ethical interpersonal communication.</p> <p>8. Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust.</p> <p>1. Identify key elements of mindful communication and understand the role of mindfulness in compassionate ethical interpersonal relationships.</p> <p>2. Identify personal and Western and Non-Western cultural challenges related to managing privacy and self-disclosures on virtual platforms and in face-to-face interactions.</p> <p>3. Compare and contrast influences on relationship satisfaction, engagement, trust, and self-disclosure between multi-modal and face-to-face interactions</p> <p>4. Examine and assess how trust and self-disclosure are influenced by variables such as culture and gender.</p> <p>9. Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication.</p> <p>1. Evaluate the impact and ethical usage of current technology, social networking, and social media literacy on</p>

Changed	Field	Current Version	Proposed Version
		<p>of our self by others is impacted by our digital presence.</p> <p>11. Analyze and apply varying communication strategies to effectively initiate and maintain multi-modal relationships.</p>	<p>interpersonal communication.</p> <p>2. Analyze how our language and social performances shape our beliefs, attitudes, and values about prejudices, stereotypes, ideology, and social norms.</p> <p>3. Discuss the role of power and social inequities and the corresponding challenges and implications for social influence and conflict across interpersonal relationships.</p> <p>4. Demonstrate an understanding of how interpersonal communication ethics protects and promotes good relationships</p> <p>10. Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory.</p> <p>1. Examine and assess effectiveness of various conflict management and problem-solving approaches to a variety of interpersonal situations.</p> <p>2. Assess the context of interpersonal conflict including the participants, the message, and the history, to select the most appropriate problem-solving approach.</p> <p>3. Evaluate the outcome of conflict management and problem solving while maintaining positive interpersonal relationships.</p> <p>11. Development, maintenance, and dissolution of various types of</p>

Changed	Field	Current Version	Proposed Version
			relationships; may include Social Penetration Theory, Attachment Theory, and Knapp's Relational Model. 1. Examine the complexity of interpersonal communication methods employed within multiple contexts such as family, friendships, and work. 2. Discuss the ethical responsibilities and challenges in initiating, maintaining, and sustaining relationships through social media as it differs from face-to-face interactions 3. Discuss how developing interpersonal skills and methods will influence the quality of our relationships on a personal, social, business, and global level. 4. Evaluate and assess varying communication strategies to effectively initiate and maintain multi-modal relationships.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	Description update	No Value

Changed	Questions	Current Version	Proposed Version
	Units and Hours	No Value	No Value
	Specifications	Updated textbooks and references to reflect current publications	No Value
	Outline	Updated course objective(s) Added content within course objectives(s) to address changes within the course and/or discipline Updated content within course objective(s) SLO's update	No Value
	Other	No Value	No Value

Blue Form

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

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

Req/Adv

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

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	COMM C1000, COMM C1000H, COMM D010. or COMM D010H	COMM C1000, COMM C1000H, COMM D010. or COMM D010H
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	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
	<p>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	Readings from textbook and/or supplemental readers, periodicals, or handouts. "Assignments D"	Readings from textbook and/or supplemental readers, periodicals, or handouts. "Assignments D"
	<p>Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	Essays, journals, and critiques that require theory and method integration, and research, application, and self-reflection. "Assignments C/E"	Essays, journals, and critiques that require theory and method integration, and research, application, and self-reflection. "Assignments C/E"
	<p>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	Research paper to integrate and critically apply course concepts to hypothetical and or real-world examples, such as: comparative analyses of various genders and cultural and ethnic perspectives presented in the textbook, or supplemental readings, etc. "Assignments C"	Research paper to integrate and critically apply course concepts to hypothetical and or real-world examples, such as: comparative analyses of various genders and cultural and ethnic perspectives presented in the textbook, or supplemental readings, etc. "Assignments C"

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	Writing assignments, such as journals, reflections, and guided research papers, to evaluate the ability to apply and synthesize course materials with real-world interpersonal experiences and examples. "Assignments C"	Writing assignments, such as journals, reflections, and guided research papers, to evaluate the ability to apply and synthesize course materials with real-world interpersonal experiences and examples. "Assignments C"
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	Journal projects involving cross-cultural interactions or other service-learning opportunities to increase interpersonal awareness and practical skills. "Assignments E"	Journal projects involving cross-cultural interactions or other service-learning opportunities to increase interpersonal awareness and practical skills. "Assignments E"

B-Matrix Form

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

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

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

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	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
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Changed	Questions	Current Version	Proposed Version
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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
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value

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

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

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

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

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

G-Matrix Form

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

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Outline A. 1: Identify major theoretical perspectives such as social scientific, interpretive and critical paradigms which ground much of the research within the discipline. Outline A. 3: Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler.</p>	<p>Outline A. 1: Identify major theoretical perspectives such as social scientific, interpretive and critical paradigms which ground much of the research within the discipline. Outline A. 3: Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler.</p>
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives Assignments B. 2: Participate in simulations such as work teams, dyads, dialogues, and role playing to display and experience forms of interpersonal communication. Assignments E. 2: Group presentation that provides a comparative perspective and analysis of interpersonal communication from men, women, and of ethnic and other minorities, both Western and Non-Western societies.</p>	<p>Assignments B. 1: Discussions (oral and written) aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives Assignments B. 2: Participate in simulations (collaborative) such as work teams, dyads, dialogues, and role playing to display and experience forms of interpersonal communication. Assignments E. 2: Group presentation (oral, written, and collaborative) that provides a comparative perspective and analysis of interpersonal communication from men, women, and of ethnic and other minorities, both Western and Non-Western societies.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Assignments B. 1: Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives Assignments C. 3: Critiques of various men, women, and of ethnic and other minorities, Western and Non-Western perspectives presented in the textbook, readings and class discussions. Outline B. 2: Analyze how our language and social performances shape our beliefs, attitudes, and values about prejudices, stereotypes, ideology, and social norms. Outline B. 3: Examine the implications of how the construction of social categories such as race, ethnicity, socioeconomic class, religion, gender and culture influence our social interactions. Methods of Evaluation Outline C. 3: Assess the effects of perception in relation to the development of the self and others.</p>	<p>Assignments B. 1: Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives Assignments C. 3: Critiques of various men, women, and of ethnic and other minorities, Western and Non-Western perspectives presented in the textbook, readings and class discussions. Outline B. 2: Analyze how our language and social performances shape our beliefs, attitudes, and values about prejudices, stereotypes, ideology, and social norms. Outline B. 3: Examine the implications of how the construction of social categories such as race, ethnicity, socioeconomic class, religion, gender and culture influence our social interactions. Methods of Evaluation Outline C. 3: Assess the effects of perception in relation to the development of the self and others.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Outline A. 3: Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler. Outline E. 9: Describe and compare the effects of communication on interpersonal relationships, social realities, men, women, and of ethnic and other minorities, and Western and Non-Western perspectives. Methods of Evaluation E: Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>	<p>Outline A. 3: Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler. Outline E. 9: Describe and compare the effects of communication on interpersonal relationships, social realities, men, women, and of ethnic and other minorities, and Western and Non-Western perspectives. Methods of Evaluation E: Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Outline A. 2: Examine and discuss the methods and historical development of communication studies as a discipline as it developed from the traditional semantic and rhetorical perspectives to the contemporary perspective which includes a variety of contexts and bridges multiple disciplines. Outline E. 1: Discuss how developing interpersonal skills and methods will influence the quality of our relationships on a personal, social, business, and global level. Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives.</p>	<p>Outline A. 2: Examine and discuss the methods and historical development of communication studies as a discipline as it developed from the traditional semantic and rhetorical perspectives to the contemporary perspective which includes a variety of contexts and bridges multiple disciplines. Outline E. 1: Discuss how developing interpersonal skills and methods will influence the quality of our relationships on a personal, social, business, and global level. Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Assignments C. 1: Essays emphasizing the personal application of interpersonal communication concepts. Method of Evaluation C: Evaluation of a comprehensive project that requires synthesis and application of major interpersonal communication concepts. Method of Evaluation E: Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>	<p>Assignments C. 1: Essays emphasizing the personal application of interpersonal communication concepts. Method of Evaluation C: Evaluation of a comprehensive project that requires synthesis and application of major interpersonal communication concepts. Method of Evaluation E: Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	COMM 016	COMM 016
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	06/18/2024	No Value
	Hybrid Approval Date (MM/DD/YYYY)	06/18/2024	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • Course # change appr. 3/15/16 (effect. F17).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc • Cal-GETC 4 approval removed 5/12/25 (effect. F25) - ace 	<ul style="list-style-type: none"> • Course # change appr. 3/15/16 (effect. F17).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc • Cal-GETC 4 approval removed 5/12/25 (effect. F25) - ace

Comments

Changed Questions Current Version Proposed Version



**Stage 2:
Department
Chair**

No Value

Date	TabPart - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/1/26	Proposal Details	Required	Course Effective Fall 2027 instead of 2026	Y
3/1/26	Foothill Equivalency	Required	Foothill does have an equivalent course	Y, didn't know who the faculty consultation should be so i just put the department chair
3/1/26	Primary Texts	Required	Missing: Adler, R., & Proctor II, R. (2022). Looking Out, Looking In. 16th ed.: Wadsworth Publishing. Wrench, Punyanunt-Carter, & Thweatt. (2023). Interpersonal Communication: A Mindful Approach to Relationships. OER: State University of New York.	Y I don't know how to do this functionally in eLumen. Its not an open text box but rather each objective is added line by line. I can indicate a "Part 1" and "Part 2." If i just add the prior 5 after the CCN template 5, it'll just be a straight list of 10 where several directly overlap or are redundant.
3/1/26	Course Objectives	Required	You included part 1 but also need to include part 2. These can be our prior objectives.	

Changed Questions Current Version Proposed Version

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
3/1/26		Course Outline	Required	<p>I was under the impression that the "Main Points" of the course outline are supposed to match the Course Objectives. Is this not the case?</p> <p>For part two, each of the "main points" need to be one of the items listed in Part 1. For example, instead of Part 2 including:</p> <p>A. Evaluate and apply research methods and theories of interpersonal communication.</p> <p>the first thing in part 2 would be:</p> <p>A. Foundational theories, models, and research in interpersonal communication.</p> <p>then list everything that relates to that from our original course outline. Repeat the process for each of the items that were listed in Part 1.</p> <p>Should i rewrite our course outline such that the "Main Points" are not the course objectives, but rather the 11 items in the "Course Content" section of the CCN template, and then expand upon those 11 with the detailed description in our prior course outline?</p>	Y
4/7/26		Course Objectives	Required	<p>You included part 1 but also need to include part 2. Part 1 includes course objectives from the template. Part 2 includes course content from the template. You can label each one "Part 1" or "Part 2" while typing directly into the boxes.</p>	Y

Changed Questions Current Version Proposed Version

4/7/26

Course
Outline

Required

Part 1 needs to list all the course content from the template. Part 2 uses each of the things listed as course content as "main points". The sub points need to be content from our original COR that relate to the main points listed on the template as course content. Refer to the COMM C1000 COR as a reference.

Y


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	Initiator - Indicate "Y" When Completed or Initiator's Response
4/25/2026	Basic Course Information	Course Description	Suggested	FOR PART 2 ONLY: Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course FOR PART 2 ONLY: For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If not explicitly appropriate for COR	Y
4/25/2026	Specifications	Methods of Evaluation	Suggested	yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	


Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 4: Articulation Officer	No Value						
			04/28/26	Learning Objectives	Course Objectives	Suggested	<p>I'm going to get really nit-picky, but it's only because a bunch of schools submitted COMM C1004 early and are getting denied Area 4, so I want to make sure that we are focused on theoretical and analytical language and moving away from anything that might be deemed "applied" or "professional skills" to give us the best chance of keeping area 4</p> <p>The final objective talks about developing skills. In order to avoid language that feels applied or "skill-building" I might suggest changing it to something like "Evaluate the communicative theories and social dynamics necessary to form and maintain relationships across various interpersonal contexts" Just a suggestion, and totally up to you- I'm happy to submit either way!</p>	Y Good note! Thank you!

Changed Questions Current Version Proposed Version

Current Version	Proposed Version
04/28/26Outline	Course Outline
Suggested	Same concept
	Y
	as above; just Good note!
	trying to remove Thank you so
	any language much!
	that might be Apparently
	inerpreted as we'll do a lot
	"applied' less
	In the 7th point, "applying"
	it says "Assess, and a lot
	apply and more
	evaluate types "evaluating
	of listening and
	behavior in a assessing
	variety of and analyzing
	circumstances and
	to develop understanding
	ethical and
	interpersonal critiquing..." in
	communication."this course :-/
	I want to avoid
	the look of Fingers
	professional crossed on
	skill-building, so Cal-GETC
	maybe
	something along
	the lines of
	"Analyze and
	critique models
	of listening
	behavior to
	examine their
	role in the
	construction of
	ethical
	interpersonal
	communication"
	In the 8th point,
	in the first sub-
	point, it talks
	about learning
	to become more
	compassionate
	and flexible.
	This could
	potentially be
	revised to
	"evaluate the
	theoretical
	components of
	mindful
	communication
	and how they
	influence
	interpersonal
	relationships"
	In the 10th
	point, it say
	"apply
	appropriate
	conflict
	management"
	which could be
	reframed as
	"Analyze the
	efficacy of
	conflict
	management
	and problem-
	solving models

Changed Questions Current Version Proposed Version

within various social settings and evaluate their impact on relationships." In the 11th point, it says "apply varying communication strategies to effectively initiate and maintain multi-modal relationships. - I'd probably just take out "apply" here and leave analyze at the beginning of the statement, and maybe add "Evaluate the social implications of varying communication strategies used to initiate multi-modal relationships" These once again are all suggestions, and you are welcome to take them or leave them, but for Cal-GETC Area 4, we want the emphasis on theory, analysis, and criticism from a social science framework, and to limit the language that could be interpreted as applied or skill-building, as these can be red flags for reviewers.

Changed	Questions	Current Version	Proposed Version												
	Stage 5: De Anza General Education	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>4/30/26</td> <td>De Anza GE</td> <td>Criteria 2</td> <td>Required</td> <td>Please add information about written assignments as "written, oral and collaborative exercises" must be addressed.</td> <td>Y</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	4/30/26	De Anza GE	Criteria 2	Required	Please add information about written assignments as "written, oral and collaborative exercises" must be addressed.	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response										
4/30/26	De Anza GE	Criteria 2	Required	Please add information about written assignments as "written, oral and collaborative exercises" must be addressed.	Y										
	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	COMMD016.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	Jun 18, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2030 12:00:00 AM
	External Review Approval Date	Sep 1, 2025 12:00:00 AM
	Course Control Number	CCC000573678

Articulation

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

De Anza College
Change Report
 05/06/2026



Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Course Title (CB02)
General Information	Effective Term
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
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.)
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI

Section	Changed field
Comments	Stage 4: Articulation Officer
Comments	Stage 5: De Anza General Education
Formerly Statement	Formerly Statement
Foothill Equivalency	Foothill Faculty Consultation Name
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course 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"> Thalia Bobadilla Chivers, Nick Anderson, Stephanie 	<ul style="list-style-type: none"> Nick Chivers Anderson, Stephanie
!	Course ID (CB01A and CB01B)	COMMD016H	COMMD016H <u>COMMC1004H</u>
	Course Control Number	CCC000569391	CCC000569391
!	Course Title (CB02)	Interpersonal Communication - HONORS	Interpersonal Communication - HONORS <u>Honors</u>
	Short Course Title	INTERPERSONAL COMM - HONORS	INTERPERSONAL COMM - HONORS
	TOP Code (CB03)	1506.00	1506.00 Speech Communication

Changed	Field	Current Version	Proposed Version
	CIP Code	Speech Communication and Rhetoric	09.0101 Speech Communication and Rhetoric
	Department	COMM - Communication Studies	COMM - Communication Studies
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course focuses on the study of interpersonal communication theory, methods, and research, with an emphasis on developing self-concept through listening, verbal and nonverbal communication, language, and cultural knowledge to ethically maintain effective relationships in an increasingly diverse and interconnected global society, both personally and professionally. This is an honors course.	<p>Part 1: This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations. This is an honors course.</p> <p>Part 2: Students in this course will explore the study of interpersonal communication theory, methods, and research, with an emphasis on developing self-concept through listening, verbal and nonverbal communication, language, and cultural knowledge to ethically maintain effective relationships in an increasingly diverse and interconnected global society, both personally and professionally. This is an honors course.</p>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	<ul style="list-style-type: none"> Communication Studies (Speech Communication) 	<ul style="list-style-type: none"> Communication Studies (Speech Communication)

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

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	(Formerly COMM 16H.)

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course belongs on the Communication Studies A.A. degree, is CSU and UC transferable, and fulfills De Anza GE requirements. This course introduces students to the theories, concepts, and skills necessary for effective communication competence across varying relationships in a variety of contexts. This course includes more advanced assignments to fulfill honors requirements.</p>	<p>This course belongs on the Communication Studies A.A. degree, is CSU and UC transferable, and fulfills De Anza GE requirements. This course introduces students to the theories, concepts, and skills necessary for effective communication competence across varying relationships in a variety of contexts. This course includes more advanced assignments to fulfill honors requirements.</p>

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course


Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	Lauren Velasco
	Foothill Course ID	No value	COMM 2: Interpersonal Communication
	Does the course have a Foothill equivalent?	No	No Yes

DEI Review



Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	Primary texts and references suggested prioritize OER and ZTC materials, and all suggested materials represent a range of perspectives and identities. Methods of instruction as well as methods of evaluation provide guidance for engaging the wide diversity of our student body, especially in regards to accessibility for students with disabilities. The course outline is clear and transparent, and recommends a pathway through the course material that analyses systems of power, oppression, bias, stereotyping, prejudice, and other systems of inequity.

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed Field Current Version Proposed Version

Course is part of a program

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

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

Associated Program	Communication Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Communication Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Communication Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Communication Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Communication Studies 2.0 for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Communication Studies 2.0 for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

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

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

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

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

Associated Program	Human Services (In Development)

Associated Program	Human Services (In Development)

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

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Italian Language and Culture

Associated Program Italian Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Korean Language and Culture

Associated Program Korean Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

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

Associated Program Russian Language and Culture

Associated Program Russian Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Changed	Field	Current Version	Proposed Version
		Associated Program Spanish Language and Culture (In Development) Award Type Associate in Arts (A.A.) Degree	Associated Program Spanish Language and Culture (In Development) Award Type Associate in Arts (A.A.) Degree
		Associated Program Spanish Language and Culture (In Development) Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program Spanish Language and Culture (In Development) Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)	Associated Program World Languages and Culture Award Type Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version																								
	Course General Education Status (CB25)	Y	Y																								
	Transfer Status	Approved	Approved																								
	GE Information	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • COMM - Approved. </td> </tr> <tr> <td>-</td> <td>C-ID COMM 130</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>System/Institution</th> <th>De Anza GE</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none"> • COMM - Approved. 	-	C-ID COMM 130	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. 	-	No value	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • COMM - Approved. </td> </tr> <tr> <td>-</td> <td>C-ID COMM 130</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>System/Institution</th> <th>De Anza GE</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	<ul style="list-style-type: none"> • COMM - Approved. 	-	C-ID COMM 130	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. 	-	No value
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System/Institution	De Anza GE																										
Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved. • 2G7B - Approved. 																										
-	No value																										

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

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	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			
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Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative projects Collaborative learning and small group exercises</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative projects Collaborative learning and small group exercises</p>

Changed	Field	Current Version	Proposed Version
	<p data-bbox="289 163 462 195">Assignments</p>	<p data-bbox="613 163 755 195">1. Listening</p> <ol data-bbox="690 205 1031 504" style="list-style-type: none"> <li data-bbox="690 205 1031 304">1. Select and apply ethical listening strategies in various contexts <li data-bbox="690 315 1031 504">2. Experience and assess potential impact of discriminative, evaluative, empathic and reflective listening <p data-bbox="613 514 755 546">2. Speaking</p> <ol data-bbox="690 556 1031 1386" style="list-style-type: none"> <li data-bbox="690 556 1031 924">1. Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives <li data-bbox="690 934 1031 1197">2. Participate in simulations such as work teams, dyads, dialogues, and role playing to display and experience forms of interpersonal communication. <li data-bbox="690 1207 1031 1386">3. Interview people of different cultures including ethnic and other minorities, perspectives, or social backgrounds. <p data-bbox="613 1396 722 1428">3. Writing</p> <ol data-bbox="690 1438 1031 1965" style="list-style-type: none"> <li data-bbox="690 1438 1031 1585">1. Essays emphasizing the personal application of interpersonal communication concepts. <li data-bbox="690 1596 1031 1774">2. Essays emphasizing methods and theoretical understanding of interpersonal communication. <li data-bbox="690 1785 1031 1965">3. Critiques of various men, women, and of ethnic and other minorities, Western and Non-Western perspectives presented in 	<p data-bbox="1117 163 1258 195">1. Listening</p> <ol data-bbox="1193 205 1534 504" style="list-style-type: none"> <li data-bbox="1193 205 1534 304">1. Select and apply ethical listening strategies in various contexts <li data-bbox="1193 315 1534 504">2. Experience and assess potential impact of discriminative, evaluative, empathic and reflective listening <p data-bbox="1117 514 1258 546">2. Speaking</p> <ol data-bbox="1193 556 1534 1386" style="list-style-type: none"> <li data-bbox="1193 556 1534 924">1. Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives <li data-bbox="1193 934 1534 1197">2. Participate in simulations such as work teams, dyads, dialogues, and role playing to display and experience forms of interpersonal communication. <li data-bbox="1193 1207 1534 1386">3. Interview people of different cultures including ethnic and other minorities, perspectives, or social backgrounds. <p data-bbox="1117 1396 1226 1428">3. Writing</p> <ol data-bbox="1193 1438 1534 1965" style="list-style-type: none"> <li data-bbox="1193 1438 1534 1585">1. Essays emphasizing the personal application of interpersonal communication concepts. <li data-bbox="1193 1596 1534 1774">2. Essays emphasizing methods and theoretical understanding of interpersonal communication. <li data-bbox="1193 1785 1534 1965">3. Critiques of various men, women, and of ethnic and other minorities, Western and Non-Western perspectives presented in

Changed	Field	Current Version	Proposed Version
		<p>the textbook, readings and class discussions.</p> <p>4. Analyses of assigned readings, case studies, interpersonal experiences and media presentations.</p> <p>5. Review an analysis of how digital/social networking presence is defined and presented through a social media platform and or creation and introduction of a digital presence through a new social media platform.</p>	<p>the textbook, readings and class discussions.</p> <p>4. Analyses of assigned readings, case studies, interpersonal experiences and media presentations.</p> <p>5. Review an analysis of how digital/social networking presence is defined and presented through a social media platform and or creation and introduction of a digital presence through a new social media platform.</p>
		<p>4. Reading</p> <ol style="list-style-type: none"> 1. Required reading assignments in the textbook 2. Selected readings from current periodicals and/or handouts <p>5. Comprehensive Project</p> <ol style="list-style-type: none"> 1. Learning log or journal entries specifically directed toward self-analysis and personal development. 2. Individual or group presentation that provides a comparative perspective and analysis of interpersonal communication from men, women, and of ethnic and other minorities, both Western and Non-Western societies. 3. A synthesis of the major theories and methods of the course applied to a self-analysis, case study, or media selection with emphasis on those concepts which are particularly important for the student. 	<p>4. Reading</p> <ol style="list-style-type: none"> 1. Required reading assignments in the textbook 2. Selected readings from current periodicals and/or handouts <p>5. Comprehensive Project</p> <ol style="list-style-type: none"> 1. Learning log or journal entries specifically directed toward self-analysis and personal development. 2. Individual or group presentation that provides a comparative perspective and analysis of interpersonal communication from men, women, and of ethnic and other minorities, both Western and Non-Western societies. 3. A synthesis of the major theories and methods of the course applied to a self-analysis, case study, or media selection with emphasis on those concepts which are particularly important for the student.

Changed Field

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6. The honors project assignment includes a 7-8 page research paper and a presentation or community engagement component, to focus on significant conclusions and self-reflection on key learnings.

6. The honors project assignment includes a 7-8 page research paper and a presentation or community engagement component, to focus on significant conclusions and self-reflection on key learnings.

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Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Evaluation of various directed collaborative activities such as group presentations, problem-solving discussions, and interviews that demonstrate interpersonal communication competence. 2. Evaluation of written essays, journals, and critiques that require theory and method integration, and research, application, and self-reflection. 3. Evaluation of comprehensive project that requires synthesis and application of major interpersonal communication concepts. 4. Quizzes and or midterm exam featuring multiple choice and or short answer questions to test relevant course information. 	<p>Methods of Evaluation</p> <p>Part 1: Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, written assignments, journals, projects, research, oral presentations, etc.</p> <p>Methods of evaluations are at the discretion of local faculty.</p> <p>Part 2:</p> <ol style="list-style-type: none"> 1. Evaluation of various directed collaborative activities such as group presentations, problem-solving discussions, and interviews that demonstrate interpersonal communication competence. 2. Evaluation of written essays, journals, and critiques that require theory and method integration, and research, application,

Changed	Field	Current Version	Proposed Version
		<p>5. Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p> <p>6. Honors project will be evaluated for depth of analysis, synthesis and application of key concepts and interdisciplinary connections, and comprehensive demonstration of critical thinking skills and self-reflection of how completion of project has enhanced their communication competence and understanding of course subject matter.</p>	<p>and self-reflection.</p> <p>3. Evaluation of comprehensive project that requires synthesis and application of major interpersonal communication concepts.</p> <p>4. Quizzes and or midterm exam featuring multiple choice and or short answer questions to test relevant course information.</p> <p>5. Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>
	<p>Essential Student Materials/Essential College Facilities</p>	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • None 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • None

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

Title	Interplay: The Process of Interpersonal Communication.
Author	Adler, R., Rosenfeld, L., Proctor II., R. (2020)
Publisher	Oxford University Press
Date/Edition	15
ISBN	No value

Title	Interpersonal Communication: Relating to Others.
Author	Beebe, S.A., Beebe, S.J. & Redmond, M.V.
Publisher	Pearson
Date/Edition	2020/9
ISBN	No value

Title	Interpersonal Communication: Everyday Encounters
Author	Wood, J.
Publisher	Cengage
Date/Edition	2020/9
ISBN	No value

Title	Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible. Examples of texts include, but are not limited to:
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Communication to Connect: Interpersonal Communication for Today
Author	Department of Communication Studies, Austin Community College
Publisher	OER: Department of Communication Studies, Austin Community College.
Date/Edition	2021
ISBN	No value

Title	Interpersonal Communication Textbook
Author	Leonard
Publisher	OER: College of the Canyons

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Title	I.C.A.T. - Interpersonal Communication Abridged Textbook
Author	Gerber, P. & Murphy, H.
Publisher	Libretexts
Date/Edition	2021
ISBN	No value

Date/Edition	2019
ISBN	No value

Title	Looking Out, Looking In
Author	Adler, R., & Proctor II, R.
Publisher	Wadsworth Publishing
Date/Edition	2022/16th
ISBN	No value

Title	Interpersonal Communication: Everyday Encounters
Author	Wood, J.
Publisher	Wadsworth Publishing
Date/Edition	2020/9th
ISBN	No value

Title	Close Encounters: Communication in Relationships
Author	Guerrero, Anderson & Afifi
Publisher	Sage Publications, Inc.
Date/Edition	2020/6th
ISBN	No value

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Title	Interpersonal Communication: A Mindful Approach to Relationships
Author	Wrench, Punyanunt-Carter, & Thweatt
Publisher	OER: State University of New York
Date/Edition	2023
ISBN	No value

Title	Interplay: The Process of Interpersonal Communication
Author	Adler, R., & Proctor II, R.
Publisher	Oxford University Press
Date/Edition	2023/16th
ISBN	No value

Title	No value
Author	Textbook choice is at the discretion of faculty.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	
Publisher	
Date/Edition	
ISBN	

Changed	Field	Current Version	Proposed Version								
			<table border="1"><tr><td>Author</td><td>Part 2:</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>	Author	Part 2:	Publisher	No value	Date/Edition	No value	ISBN	No value
Author	Part 2:										
Publisher	No value										
Date/Edition	No value										
ISBN	No value										
	Suggested Reading List	No value	No value								

Learning Outcomes

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Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Examine specific theoretical perspectives, methods, the historical development, and principles of interpersonal communication. • Evaluate how culture and language influence all interpersonal relationships. • Analyze the development of the self-concept and evaluate how it is asserted, negotiated and redefined in interpersonal relations. • Recognize the personal, social, and ethical implications of multi-modal and face-to-face communicative interactions. • Develop skills and methods necessary for building and maintaining relationships appropriate to various interpersonal contexts. • Analyze critically a topic of interest, examine its application within the context of interpersonal communication, and assess how it intersects with other disciplines. 	<ul style="list-style-type: none"> • Part 1: <ul style="list-style-type: none"> • 1. Evaluate and apply research methods and theories of interpersonal communication. • 2. Analyze the ways that communication can create, develop and shape perceptions of personal and social identities including variables such as but not limited to culture, gender, ethnicity, race, age, and orientation. • 3. Evaluate the influences of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships • 4. Critically assess and utilize ethical communication practices within interpersonal relationships as part of interpersonal communication competency. • 5. Critically assess sources of conflict in interpersonal relationships and implement appropriate conflict management strategies. • Part 2: <ul style="list-style-type: none"> • Examine specific theoretical perspectives, methods, the historical development, and principles of interpersonal communication. • Evaluate how culture and language influence all interpersonal relationships. • Analyze the development of the self-concept and evaluate how it is asserted, negotiated and redefined in interpersonal relations. • Recognize the personal, social, and ethical implications of multi-modal and face-to-face communicative interactions. • Analyze efficacy of communication theory and

Changed Field

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strategy for building and maintaining relationships appropriate to various interpersonal contexts.

- Analyze critically a topic of interest, examine its application within the context of interpersonal communication, and assess how it intersects with other disciplines.

CSLOs

CSLOs

Analyze and assess communication patterns and behaviors in Interpersonal relationships across various contexts (familial, personal and professional).

Expected SLO Performance 0.0

CSLOs

Analyze and assess communication patterns and behaviors in Interpersonal relationships across various contexts (familial, personal and professional).

Expected SLO Performance 0.0

CSLOs

Apply communication theories, methods, and concepts to improve communication effectiveness and relational satisfaction in interpersonal relationships.

Expected SLO Performance 0.0

CSLOs

Apply communication theories, methods, and concepts to improve communication effectiveness and relational satisfaction in interpersonal relationships.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Examine specific theoretical perspectives, methods, the historical development, and principles of interpersonal communication.</p> <ol style="list-style-type: none"> 1. Identify major theoretical perspectives such as social scientific, interpretive and critical paradigms which ground much of the research within the discipline. 2. Examine and discuss the methods and historical development of communication studies as a discipline as it developed from the traditional semantic and rhetorical perspectives to the contemporary perspective which includes a variety of contexts and bridges multiple disciplines. 3. Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler. 4. Evaluate the impact and ethical usage of current technology, social networking, and social media literacy on 	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Foundational theories, models, and research in interpersonal communication. 2. Influences on identity development, and the impact of culture, race, ethnicity, gender, orientation, etc. on interpersonal communication. 3. The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory 4. Symbolic and linguistic attributes with respect to language in interpersonal communication. 5. The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories. 6. Nonverbal communication; may include principles and theories such as Expectancy Violation Theory 7. Listening; processes, styles, types, challenges, and responses. 8. Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust. 9. Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication. 10. Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory. 11. Development, maintenance, and dissolution of various types of relationships; may include Social Penetration Theory, Attachment

Changed	Field	Current Version	Proposed Version
		<p>interpersonal communication.</p> <p>5. Identify, locate, use, and properly cite sources (in APA or MLA format) of information relevant to interpersonal contexts.</p> <p>2. Evaluate how culture and language influence all interpersonal relationships.</p> <p>1. Describe how language and performative communication create, shape, sustain, and change our constructions of cultural and social realities.</p> <p>2. Analyze how our language and social performances shape our beliefs, attitudes, and values about prejudices, stereotypes, ideology, and social norms.</p> <p>3. Examine the implications of how the construction of social categories such as race, ethnicity, socioeconomic class, religion, gender and culture influence our social interactions.</p> <p>4. Examine the growth, decline and evolution of language due to cultural migration, economic changes and technology and its impact on the development of interpersonal relationships.</p> <p>3. Analyze the development of the self-concept and evaluate how it is asserted, negotiated and redefined in interpersonal relations.</p> <p>1. Discuss personal identity as multi-dimensional and</p>	<p>Theory, and Knapp's Relational Model.</p> <p>Part 2:</p> <p>1. Foundational theories, models, and research in interpersonal communication</p> <p>1. Identify major theoretical perspectives such as social scientific, interpretive and critical paradigms which ground much of the research within the discipline</p> <p>2. Examine and discuss the methods and historical development of communication studies as a discipline as it developed from the traditional semantic and rhetorical perspectives to the contemporary perspective which includes a variety of contexts and bridges multiple disciplines</p> <p>3. Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler</p> <p>2. Influences on identity development, and the impact of culture, race, ethnicity, gender,</p>

Changed	Field	Current Version	Proposed Version
		<p>changing while influenced by family structure, culture, gender, ethnicity, race, social roles, age, environment, reference groups, technology, and social networking.</p> <ol style="list-style-type: none"> 2. Analyze the influence that self-concept has on the development and maintenance of interpersonal relationships and the ways in which our identities are co-created in conversation and dialogue with others. 3. Assess the effects of perception in relation to the development of the self and others. 4. Examine the complexity of interpersonal communication methods employed within multiple contexts such as family, friendships, and work. 5. Identify key elements of mindful communication as a way to become more compassionate and flexible communicators. <ol style="list-style-type: none"> 4. Recognize the personal, social, and ethical implications of multi-modal and face-to-face communicative interactions. <ol style="list-style-type: none"> 1. Identify personal and Western and Non-Western cultural challenges related to managing privacy and self-disclosures on virtual platforms and in face-to-face interactions. 2. Compare and contrast influences on relationship satisfaction, engagement, trust, and self-disclosure 	<p>orientation, etc. on interpersonal communication.</p> <ol style="list-style-type: none"> 1. Discuss how language and performative communication create, shape, sustain, and change our constructions of cultural and social realities. 2. Examine the implications of how the construction of social categories such as race, ethnicity, socioeconomic class, religion, gender and culture influence our social interactions 3. Discuss personal identity as multi-dimensional and changing while influenced by family structure, culture, gender, ethnicity, race, social roles, age, environment, reference groups, technology, and social networking 4. Analyze the influence that self-concept has on the development and maintenance of interpersonal relationships and the ways in which our identities are co-created in conversation and dialogue with others 5. Examine and compare the influence of verbal and nonverbal communication in various communication situations, including across gender, cultural, and Western and Non-Western societies 6. Describe and compare the effects of communication on interpersonal

Changed	Field	Current Version	Proposed Version
		<p>between multi-modal and face-to-face interactions.</p> <p>3. Describe the ethical responsibilities and challenges in initiating, maintaining, and sustaining relationships through social media as it differs from face-to-face interactions.</p> <p>4. Describe the role of power and social inequities and the corresponding challenges and implications for social influence and conflict across interpersonal relationships.</p> <p>5. Develop skills and methods necessary for building and maintaining relationships appropriate to various interpersonal contexts.</p> <p>1. Describe how developing interpersonal skills and methods will influence the quality of our relationships on a personal, social, business, and global level.</p> <p>2. Compare the various types of listening such as discriminative, evaluative, empathic, and reflective. Assess, apply and evaluate types of listening behavior in a variety of circumstances to develop ethical interpersonal communication.</p> <p>3. Examine and assess how trust and self-disclosure are influenced by variables such as culture and gender.</p>	<p>relationships, social realities, men, women, and of ethnic and other minorities, and Western and Non-Western perspectives.</p> <p>3. The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory.</p> <p>1. Assess the effects of perception in relation to the development of the self and others.</p> <p>2. Examine how perception of others and perception of our self by others is impacted by our digital presence.</p> <p>4. Symbolic and linguistic attributes with respect to language in interpersonal communication</p> <p>1. Examine the growth, decline and evolution of language due to cultural migration, economic changes and technology and its impact on the development of interpersonal relationships</p> <p>5. The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories.</p> <p>6. Nonverbal communication; may include principles and theories such as Expectancy Violation Theory.</p> <p>7. Listening; processes, styles, types, challenges, and responses.</p> <p>1. Compare the various types of listening such as discriminative, evaluative, empathic, and reflective. Assess and evaluate</p>




Changed	Field	Current Version	Proposed Version
		<p>4. Examine and compare the influence of verbal and nonverbal communication in various situations, including across gender, cultural, and Western and Non-Western societies.</p> <p>5. Demonstrate an understanding of how interpersonal communication ethics protects and promotes good relationships.</p> <p>6. Examine and apply appropriate conflict management and problem-solving approaches to a variety of interpersonal situations.</p> <p>7. Assess the context of interpersonal conflict including the participants, the message, and the history, in order to select the most appropriate problem-solving approach.</p> <p>8. Evaluate the outcome of conflict management and problem solving while maintaining positive interpersonal relationships.</p> <p>9. Describe and compare the effects of communication on interpersonal relationships, social realities, men, women, and of ethnic and other minorities, and Western and Non-Western perspectives.</p> <p>10. Examine how perception of others and perception</p>	<p>types of listening behavior in a variety of circumstances and their role in ethical interpersonal communication.</p> <p>8. Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust.</p> <p>1. Identify key elements of mindful communication and understand the role of mindfulness in compassionate ethical interpersonal relationships.</p> <p>2. Identify personal and Western and Non-Western cultural challenges related to managing privacy and self-disclosures on virtual platforms and in face-to-face interactions.</p> <p>3. Compare and contrast influences on relationship satisfaction, engagement, trust, and self-disclosure between multi-modal and face-to-face interactions</p> <p>4. Examine and assess how trust and self-disclosure are influenced by variables such as culture and gender.</p> <p>9. Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication.</p> <p>1. Evaluate the impact and ethical usage of current technology, social networking, and social media literacy on</p>

Changed	Field	Current Version	Proposed Version
		<p>of our self by others is impacted by our digital presence.</p> <p>11. Analyze and apply varying communication strategies to effectively initiate and maintain multi-modal relationships.</p> <p>6. Analyze critically a topic of interest, examine its application within the context of interpersonal communication, and assess how it intersects with other disciplines.</p> <p>1. Examine, research and study major communication concepts in-depth as they relate to interpersonal theory, family and social relationships, interpersonal conflict, and/or social change through interpersonal dialogue.</p> <p>2. Create interdisciplinary connections, especially relating to core competencies, honors project, other honors classes, and major area of study.</p>	<p>interpersonal communication.</p> <p>2. Analyze how our language and social performances shape our beliefs, attitudes, and values about prejudices, stereotypes, ideology, and social norms.</p> <p>3. Discuss the role of power and social inequities and the corresponding challenges and implications for social influence and conflict across interpersonal relationships.</p> <p>4. Demonstrate an understanding of how interpersonal communication ethics protects and promotes good relationships</p> <p>10. Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory.</p> <p>1. Examine and assess effectiveness of various conflict management and problem-solving approaches to a variety of interpersonal situations.</p> <p>2. Assess the context of interpersonal conflict including the participants, the message, and the history, to select the most appropriate problem-solving approach.</p> <p>3. Evaluate the outcome of conflict management and problem solving while maintaining positive interpersonal relationships.</p> <p>11. Development, maintenance, and dissolution of various types of</p>

Changed	Field	Current Version	Proposed Version
			<p>relationships; may include Social Penetration Theory, Attachment Theory, and Knapp's Relational Model.</p> <ol style="list-style-type: none"> 1. Examine the complexity of interpersonal communication methods employed within multiple contexts such as family, friendships, and work. 2. Discuss the ethical responsibilities and challenges in initiating, maintaining, and sustaining relationships through social media as it differs from face-to-face interactions 3. Discuss how developing interpersonal skills and methods will influence the quality of our relationships on a personal, social, business, and global level. 4. Evaluate and assess varying communication strategies to effectively initiate and maintain multi-modal relationships. <p>12. Analyze critically a topic of interest, examine its application within the context of interpersonal communication, and assess how it intersects with other disciplines.</p> <ol style="list-style-type: none"> 1. Examine, research and study major communication concepts in-depth as they relate to interpersonal theory, family and social relationships, interpersonal conflict, and/or social change through interpersonal dialogue.

Changed	Field	Current Version	Proposed Version
			2. Create interdisciplinary connections, especially relating to core competencies, honors project, other honors classes, and major area of study.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	Description update	No Value
	Units and Hours	No Value	No Value
	Specifications	Updated textbooks and references to reflect current publications	No Value
	Outline	Updated course objective(s) Added content within course objectives(s) to address changes within the course and/or discipline Updated content within course objective(s) SLO's update	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	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:	COMM C1000, COMM C1000H, COMM D010. or COMM D010H	COMM C1000, COMM C1000H, COMM D010. or COMM D010H
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

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

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Compose essays drawn from personal experience and assigned texts.	Essays, journals, and critiques that require theory and method integration, and research, application, and self-reflection. "Assignments C/E"	Essays, journals, and critiques that require theory and method integration, and research, application, and self-reflection. "Assignments C/E"
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	Research paper to integrate and critically apply course concepts to hypothetical and or real-world examples, such as: comparative analyses of various genders and cultural and ethnic perspectives presented in the textbook, or supplemental readings, etc. "Assignments C"	Research paper to integrate and critically apply course concepts to hypothetical and or real-world examples, such as: comparative analyses of various genders and cultural and ethnic perspectives presented in the textbook, or supplemental readings, etc. "Assignments C"
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	Writing assignments, such as journals, reflections, and guided research papers, to evaluate the ability to apply and synthesize course materials with real-world interpersonal experiences and examples. "Assignments C"	Writing assignments, such as journals, reflections, and guided research papers, to evaluate the ability to apply and synthesize course materials with real-world interpersonal experiences and examples. "Assignments C"
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	Journal projects involving cross-cultural interactions or other service-learning opportunities to increase interpersonal awareness and practical skills. "Assignments E"	Journal projects involving cross-cultural interactions or other service-learning opportunities to increase interpersonal awareness and practical skills. "Assignments E"

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

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

No Value

No Value

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

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

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

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

No Value

No Value

F-Matrix Form

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

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

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

G-Matrix Form

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

No Value


No Value

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

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	Not open to students with credit in COMM 16. Admission into this course requires consent of the Honors Program Coordinator.	Not open to students with credit in COMM C1004. Admission into this course requires consent of the Honors Program Coordinator.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Outline A. 1: Identify major theoretical perspectives such as social scientific, interpretive and critical paradigms which ground much of the research within the discipline. Outline A. 3: Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler.</p>	<p>Outline A. 1: Identify major theoretical perspectives such as social scientific, interpretive and critical paradigms which ground much of the research within the discipline. Outline A. 3: Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler.</p>
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives Assignments B. 2: Participate in simulations such as work teams, dyads, dialogues, and role playing to display and experience forms of interpersonal communication. Assignments E. 2: Group presentation that provides a comparative perspective and analysis of interpersonal communication from men, women, and of ethnic and other minorities, both Western and Non-Western societies.</p>	<p>Assignments B. 1: Discussions (oral and written) aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives Assignments B. 2: Participate in simulations (collaborative) such as work teams, dyads, dialogues, and role playing to display and experience forms of interpersonal communication. Assignments E. 2: Group presentation (oral, written, and collaborative) that provides a comparative perspective and analysis of interpersonal communication from men, women, and of ethnic and other minorities, both Western and Non-Western societies.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Assignments B. 1: Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives Assignments C. 3: Critiques of various men, women, and of ethnic and other minorities, Western and Non-Western perspectives presented in the textbook, readings and class discussions. Outline B. 2: Analyze how our language and social performances shape our beliefs, attitudes, and values about prejudices, stereotypes, ideology, and social norms. Outline B. 3: Examine the implications of how the construction of social categories such as race, ethnicity, socioeconomic class, religion, gender and culture influence our social interactions. Methods of Evaluation Outline C. 3: Assess the effects of perception in relation to the development of the self and others.</p>	<p>Assignments B. 1: Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives Assignments C. 3: Critiques of various men, women, and of ethnic and other minorities, Western and Non-Western perspectives presented in the textbook, readings and class discussions. Outline B. 2: Analyze how our language and social performances shape our beliefs, attitudes, and values about prejudices, stereotypes, ideology, and social norms. Outline B. 3: Examine the implications of how the construction of social categories such as race, ethnicity, socioeconomic class, religion, gender and culture influence our social interactions. Methods of Evaluation Outline C. 3: Assess the effects of perception in relation to the development of the self and others.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Outline A. 3: Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler.</p> <p>Outline E. 9: Describe and compare the effects of communication on interpersonal relationships, social realities, men, women, and of ethnic and other minorities, and Western and Non-Western perspectives.</p> <p>Methods of Evaluation E: Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>	<p>Outline A. 3: Compare and contrast various definitions of interpersonal communication from major communication studies researchers from men, women, and of ethnic and other minorities, Western and Non-Western societies, and global identities such as: Gerald Miller, John Stewart, Sarah Trenholm and Arthur Jenson, William Wilmot, Julia Wood, Joseph Walther, and Ronald Adler.</p> <p>Outline E. 9: Describe and compare the effects of communication on interpersonal relationships, social realities, men, women, and of ethnic and other minorities, and Western and Non-Western perspectives.</p> <p>Methods of Evaluation E: Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Outline A. 2: Examine and discuss the methods and historical development of communication studies as a discipline as it developed from the traditional semantic and rhetorical perspectives to the contemporary perspective which includes a variety of contexts and bridges multiple disciplines.</p> <p>Outline E. 1: Discuss how developing interpersonal skills and methods will influence the quality of our relationships on a personal, social, business, and global level.</p> <p>Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives.</p>	<p>Outline A. 2: Examine and discuss the methods and historical development of communication studies as a discipline as it developed from the traditional semantic and rhetorical perspectives to the contemporary perspective which includes a variety of contexts and bridges multiple disciplines.</p> <p>Outline E. 1: Discuss how developing interpersonal skills and methods will influence the quality of our relationships on a personal, social, business, and global level.</p> <p>Assignments B. 1: Discussions aimed at analyzing key problems and issues in interpersonal communication and relating those factors to global, geographical, historical, contemporary, social, professional and personal perspectives.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	<p>Assignments C. 1: Essays emphasizing the personal application of interpersonal communication concepts. Method of Evaluation C: Evaluation of a comprehensive project that requires synthesis and application of major interpersonal communication concepts. Method of Evaluation E: Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>	<p>Assignments C. 1: Essays emphasizing the personal application of interpersonal communication concepts. Method of Evaluation C: Evaluation of a comprehensive project that requires synthesis and application of major interpersonal communication concepts. Method of Evaluation E: Final written exam that requires synthesis and critical analysis of major perspectives, concepts, and applications of interpersonal communication.</p>

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</p>	No Value	No Value
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Comments

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	COMM 016H	COMM 016H
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	06/18/2024	No Value
	Hybrid Approval Date (MM/DD/YYYY)	06/18/2024	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • Course # change appr. 3/15/16 (effect. F17).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc • Cal-GETC 4 approval removed 5/12/25 (effect. F25) - ace 	<ul style="list-style-type: none"> • Course # change appr. 3/15/16 (effect. F17).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc • Cal-GETC 4 approval removed 5/12/25 (effect. F25) - ace

Comments

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed or Initiator's Response	
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 2: Department Chair	No Value						
			4/7/26		Methods of Evaluation	Required	Methods of evaluation need to be identical to the honors template.	
			4/7/26		Primary Texts	Required	Missing many of the primary texts on the template. Include them all.	
			4/7/26		Course Objectives	Required	Course Objectives need to match what is on the template. Need part 1 to be the objectives and part 2 to be the course content from the template.	
			4/7/26		Course Outline	Required	Need to include part 1 as the course content listed on the template. Part 2 needs to be each of those things listed again with more detail as sub points under.	

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	Initiator - Indicate "Y" When Completed or Initiator's Response
4/25/2026	Basic Course Information	Course Description	Suggested	FOR PART 2 ONLY: Consider minor revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version
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FOR PART 2 ONLY: For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate?

4/25/2026	Specifications	Methods of Evaluation	Suggested consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Not explicitly appropriate for COR
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Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 4: Articulation Officer	No Value						
			04/28/26	Learning Objectives	Course Objectives	Suggested	<p>I'm going to get really nit-picky, but it's only because a bunch of schools submitted COMM C1004 early and are getting denied Area 4, so I want to make sure that we are focused on theoretical and analytical language and moving away from anything that might be deemed "applied" or "professional skills" to give us the best chance of keeping area 4</p> <p>The final objective talks about developing skills. In order to avoid language that feels applied or "skill-building" I might suggest changing it to something like "Evaluate the communicative theories and social dynamics necessary to form and maintain relationships across various interpersonal contexts" Just a suggestion, and totally up to you- I'm happy to submit either way!</p>	Y - good note thanks!

Changed Questions Current Version Proposed Version

04/28/26	Outline	Course Outline	Suggested	Same concept as above; just trying to remove any language that might be interpreted as "applied"	Y - good note thanks!
				In the 7th point, it says "Assess, apply and evaluate types of listening behavior in a variety of circumstances to develop ethical interpersonal communication." I want to avoid the look of professional skill-building, so maybe something along the lines of "Analyze and critique models of listening behavior to examine their role in the construction of ethical interpersonal communication"	
				In the 8th point, in the first sub-point, it talks about learning to become more compassionate and flexible. This could potentially be revised to "evaluate the theoretical components of mindful communication and how they influence interpersonal relationships"	
				In the 10th point, it say "apply appropriate conflict management" which could be reframed as "Analyze the efficacy of conflict management and problem-solving models"	

Changed Questions Current Version Proposed Version

within various social settings and evaluate their impact on relationships." In the 11th point, it says "apply varying communication strategies to effectively initiate and maintain multi-modal relationships. - I'd probably just take out "apply" here and leave analyze at the beginning of the statement, and maybe add "Evaluate the social implications of varying communication strategies used to initiate multi-modal relationships" These once again are all suggestions, and you are welcome to take them or leave them, but for Cal-GETC Area 4, we want the emphasis on theory, analysis, and criticism from a social science framework, and to limit the language that could be interpreted as applied or skill-building, as these can be red flags for reviewers.

Changed	Questions	Current Version	Proposed Version												
	Stage 5: De Anza General Education	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>4/30/26</td> <td>De Anza GE</td> <td>Criteria 2</td> <td>Required</td> <td>Please add info about written assignments as "written, oral and collaborative" exercises must be addressed.</td> <td>Y</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	4/30/26	De Anza GE	Criteria 2	Required	Please add info about written assignments as "written, oral and collaborative" exercises must be addressed.	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response										
4/30/26	De Anza GE	Criteria 2	Required	Please add info about written assignments as "written, oral and collaborative" exercises must be addressed.	Y										
	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	COMMD016H
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Jun 18, 2024 12:00:00 AM

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2030 12:00:00 AM
	External Review Approval Date	Sep 1, 2025 12:00:00 AM
	Course Control Number	CCC000569391

Articulation

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

De Anza College

Course Outline of Record Report

05/10/2026

DMTD084D : CNC Lathes: Y-Axis, Live Tooling and Swiss-Type Turning

General Information

Faculty Initiator:	• Mike Appio
Attachments:	ReqAdv_G_DMT_84D_2027F_1.pdf
Course ID (CB01A and CB01B) :	DMTD084D
Short Course Title:	No value
Course Title (CB02) :	CNC Lathes: Y-Axis, Live Tooling and Swiss-Type Turning
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0956.30) *Machining and Machine Tools
CIP Code:	(48.0510) Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist.
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is designed to prepare students for entry-to intermediate-level computer numerical control (CNC) turning roles in industry. Course content focuses on the fundamentals set-up and operation of CNC lathes and Swiss-type machines, with an emphasis on G and M code programming. Topics include basic operation and programming of two axis, Y axis live tooling and sub-spindle operations, including cutter compensation, canned cycles and tool orientation. Students will analyze available options for multi-channel programming and controller functions, determining criteria for optimal machine setup and safe operation. Workholding techniques such as soft jaw boring, emergency collet modification, and tailstock support are also covered.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This stand-alone advanced CNC lathe and Swiss machine class is a major employment preparation CTE course for our Design and Manufacturing Technologies day and evening programs. It is a CSU transferable course. It is intended to better prepare students for work in the manufacturing and machining industry in the area of CNC programming, set up and operation as advised by our industry advisory committee.

Stand-Alone Statement

Stand-Alone Statement

CNC Lathes: Y-Axis, Live Tooling and Swiss-Type Turning is designed to advance multi axis cnc lathe skills learned in our Design and Manufacturing technologies program, as well as create an "on-the-job experience", as advised by our industry advisory committee. The course will be part of a new advanced certificate of achievement in the future.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- Basic Course Information - Course Description
- Specifications - 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.

All DMT students receive free access to all class learning materials, along with access to cnc labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference handbooks available. The handbooks meet universal design standards and cover current trends in the field and is available at no cost to the students.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	5
Maximum Credit Units	5
Total Course In-Class (Contact) Hours	108
Total Course Out-of-Class Hours	72

Total Student Learning Hours 180

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	72
NA	0
Total	108
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

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

Assignments

- A. Write Computer Numerical Control (CNC) Programs for 2 axis Lathes, Multi-axis lathes with live tooling, and Swiss machines.
- B. Take home worksheets involving calculations relating to process planning for CNC lathes and CNC Swiss machines.
- C. Readings from textbooks, references and trade journals related to lecture material and lab demonstrations.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Examinations covering lecture material and lab demonstrations.
- B. Evaluation of take-home worksheets for correctness, completeness and technique.
- C. Completion and correct use of format and word address structure in programming exercises.
- D. Final exam that requires students to analyze and apply concepts examined throughout the course.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- CNC programming computer lab. CNC lathes.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
DMT Faculty	DMT 84D CNC Programming Manual	DeAnza DMT Department	2026	N/A

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Setup and operate 2-axis computer numerical control (CNC) lathes.

Setup and operate multi-axis CNC lathes.

Develop and edit programs for 2-axis CNC lathes.

Prepare and edit programs for multi-axis CNC lathes.

Analyze multiple lathe workholding and accessory selections.

Describe principles and applications of Swiss-type machining.

Evaluate and apply industry classification standards for lathe tooling.

CSLOs

Demonstrate the setup and operation of 2 axis lathes and multi-axis lathes with live tooling.

Expected SLO Performance: 0.0

Create word-address programs to successfully construct projects using lathes, live tooling, and sub-spindles.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Setup and operate 2-axis computer numerical control (CNC) lathes.
 1. Set work and tool offsets.
 2. Download programs into the CNC controller.
 3. Read and execute instructions from a Setup Sheet.
 4. Mount tools in appropriate holders and load into the CNC machine.
 5. Perform a test run to verify all necessary parameters.
 6. Analyze and edit programs using G&M codes where required.
- B. Setup and operate multi-axis CNC lathes.
 1. Set work and tool offsets.
 2. Download programs into the CNC controller.

3. Read and execute instructions from a Setup Sheet.
 4. Mount tools in appropriate holders and load into the CNC machine with proper orientation.
 5. Perform a test run to verify all necessary parameters.
 6. Analyze and edit programs using G&M codes where required.
- C. Develop and edit programs for 2-axis CNC lathes.
1. Create code for lathe canned cycles such as rough, finish, grooving, and threading.
 2. Calculate RPM and feed rates.
 3. Apply correct tool orientation.
- D. Prepare and edit programs for multi-axis CNC lathes.
1. Create code for lathe canned cycles such as rough, finish, grooving, and threading.
 2. Create code for live tooling, sub-spindle pick-off, Y-axis milling, polar coordinate interpolation, and thread milling.
 3. Calculate RPM, feed rates, and degrees per minute.
 4. Apply correct tool orientation.
- E. Analyze multiple lathe workholding and accessory selections.
1. Explain location methods based on component datums and tolerances.
 2. Select proper soft jaw boring, emergency collets, and backstop accessories.
 3. Describe the application of bar loaders, bar pushers, and bar pullers.
- F. Describe principles and applications of Swiss-type machining.
1. Describe typical Swiss machine uses and applications.
 2. Compare and contrast the use CNC lathes and Swiss machines.
 3. Create G&M code for Swiss-type machine turning, live tooling, and sub-spindle pick off.
 4. Describe the differences in machining strategies for single-head vs. double-head CNC controls.
- G. Evaluate and apply industry classification standards for lathe tooling.
1. Explain the ISO system for lathe insert tooling.
 2. Explain proper selection of tool geometry.
 3. Demonstrate proper installation of tooling CNC control settings.

Lab Outline

- A. 2 axis CNC lathe operations and setup.
- B. Multi-axis and sub-spindle lathe operations and setup.
- C. Swiss machining work flow
- D. CNC lathe programming
- E. CNC Swiss programming
- F. Workholding, Soft Jaws, Emergency Collets
- G. Inspection of lathe parts

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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

No Value

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

No Value

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

- Units: 5
- Lec Hrs: 3
- Lab Hrs: 6
- Lec Load: .067
- Lab Load: .095
- Total Load: .162
- Seat Ct: 40
- (mkct 05/08/2026)

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

DMT D084A

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

Does not match recent updates required by objectives of NSF. Edit learning and outline areas

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2026	Basic Course Information	Course Description	Suggested	Consider revisions to define "CNC" the first time it is used (it is first written out in assignments) and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y
4/21/2026	Specifications	Methods of Instruction	Required	Lectures and Visual Aids are listed twice — revise to remove one. Thanks!	Y - Removed
4/21/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A
4/21/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A
4/21/2026	Outline	Course Outline	Suggested	Related suggestion to the one for assignments, but consider defining the acronym CNC the first time it is used. Y	
4/21/2026	Outline	Course Outline	Suggested	Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab.	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/1/2026	Learning Outcomes	CSLO #	Suggested	Remove extra verb: "Create word-address programs to successfully construct projects using lathes, live tooling, and sub-spindles."	Y- Deleted extra "word"

Stage 10: Curriculum Committee

No Value

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

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

05/10/2026

DMTD084E : CNC Mill: 4 and 5-Axis Machining, Robotic Integration and Automation

General Information

Faculty Initiator:	• Mike Appio
Attachments:	ReqAdv_G_DMT_84E_2027F_1.pdf
Course ID (CB01A and CB01B) :	DMTD084E
Short Course Title:	No value
Course Title (CB02) :	CNC Mill: 4 and 5-Axis Machining, Robotic Integration and Automation
Department:	DMT - Design and Mfg. Tech.
Effective Term:	Fall 2027
TOP Code (CB03) :	(0956.30) *Machining and Machine Tools
CIP Code:	(48.0510) Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist.
SAM Priority Code (CB09) :	C - Clearly Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This advanced course provides comprehensive instruction in programming, operating and producing parts using 4-axis, 5-axis, and horizontal computer numerical control (CNC) machining centers. The integration of robotic machine tending systems will be presented in the context of process automation. The course assesses CNC machining process optimization including multi-axis toolpath programming using G and M-code, tool orientation, work and tool offsets, probing systems and fixture utilization. Students will become proficient in analyzing and troubleshooting complex multi-axis CNC machining centers and operational issues. Completed parts will be evaluated utilizing in-process measurement methods, such as mechanical inspection and spindle probing.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Manufacturing Technology (Quality control, process control)
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - MACHINE TOOL TECH

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This stand-alone advanced CNC multi axis mill / robotic automation class is a major employment preparation CTE course for our Design and Manufacturing Technologies day and evening programs. It is a CSU transferable course. It is intended to better prepare students for work in the manufacturing and machining industry in the area of CNC programming, set up and operation as advised by our industry advisory committee.

Stand-Alone Statement

Stand-Alone Statement

DMTD084E CNC Mill: 4 and 5-Axis Machining, Robotic Integration and Automation is designed to advance multi axis mill and automation skills learned in our Design and Manufacturing technologies program, as well as create an "on-the-job experience", as advised by our industry advisory committee. The course will be part of a new advanced certificate of achievement in the future.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- Basic Course Information - Course Description
- Specifications - 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.

All DMT students receive free access to all class learning materials, along with access to cnc labs, technical resources, and tutoring services to ensure all students have the tools and support needed to succeed regardless of their background or prior experience. There is no representative OER, but we do have reference handbooks available. The handbooks meet universal design standards and cover current trends in the field and is available at no cost to the students.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

Course Prior To College Level

Repeatability Statement

0 Not applicable. No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active**Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement**Will the course be UC transferable?**

No

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

No Value

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

No

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

No Value

Units and Hours**Summary**

Minimum Credit Units 5

Maximum Credit Units 5

Total Course In-Class (Contact) Hours 108

Total Course Out-of-Class Hours 72

Total Student Learning Hours 180

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	72
NA	0
Total	108
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

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

Methods of Instruction

Methods of Instruction

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

Assignments

- A. Write and or edit Computer Numerical Control Programs for CNC Multi-axis mills, CNC mills with robotic automation, and Horizontal machining centers.
- B. Take home worksheets involving calculations relating to process planning for CNC mills and robotic automation cells.
- C. Readings from textbooks, references and trade journals related to lecture material and lab demonstrations.

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Examinations covering lecture material and lab demonstrations.
- B. Evaluation of take-home worksheets for correctness, completeness and technique.
- C. Completion and correct use of format and word address structure in programming exercises.
- D. Final exam that requires students to analyze and apply concepts examined throughout the course.

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

- None

Essential College Facilities:

- CNC programming computer lab. CNC machines.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
DMT Faculty	DMT 84E CNC Programming Manual	DeAnza DMT Department	2026	N/A

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Program, setup and operate 4-axis vertical computer numerical control (CNC) milling centers.

Program, setup and operate 5-axis vertical CNC milling centers.

Analyze machining processes for multi-axis and robotic integration applications.

Program, setup and operate CNC horizontal machining centers.

Analyze horizontal milling center components and functions.

Differentiate indexable carbide tooling systems.

Utilize spindle probes and tool presetters.

Design and modify workholding solutions.

CSLOs

Demonstrate the setup and operation of 4 axis mills / 5 axis mills with robotic tending and Horizontal Mills

Expected SLO Performance: 0.0

Review, edit and problem solve programs and machine configuration issues.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Program, setup and operate 4-axis vertical computer numerical control (CNC) milling centers.
1. Describe 4-axis uses and applications.
 2. Create G and M code for part positioning and transform-rotation operations.

3. Create G and M code for cylindrical and conical helix operations.
4. Verify 4-axis operations and rotations.
- B. Program, setup and operate 5-axis vertical CNC milling centers.
 1. Compare 3 and 5-axis tables and workholding.
 2. Distinguish 5-axis machine configurations: Table/Table, Head/Table and Head/Head.
 3. Assess 3+2 part positioning vs. 5-axis simultaneous motion.
 4. Mount and align parts and fixtures.
 5. Establish work, fixture, and tool length offsets, including dynamic fixture offsets.
 6. Mount tools in appropriate holders and load into tool changer.
 7. Contrast lead/lag/tilt angles.
 8. Analyze and edit programs using G and M codes.
- C. Analyze machining processes for multi-axis and robotic integration applications.
 1. Interpret safety considerations for robotic systems.
 2. Automate part loading and unloading.
 3. Optimize process workflow.
- D. Program, setup and operate CNC horizontal machining centers.
 1. Compare vertical 3-axis and horizontal 4-axis tables and workholding.
 2. Mount and align fixtures or parts.
 3. Configure work, fixture, and tool length offsets.
 4. Create programs using G and M codes.
 5. Mount tools in corresponding holders and load into tool changer.
 6. Analyze and modify programs using G and M codes.
- E. Analyze horizontal milling center components and functions.
 1. Demonstrate workflow using rotary tables, tombstones, and pallet changes.
 2. Generate machining procedures for multiple surfaces and parts.
 3. Incorporate multiple fixtures and operations for workflow.
 4. Select optimal cutting tools based on material, performance considerations, tool life and cost.
- F. Differentiate indexable carbide tooling systems.
 1. Select appropriate face mills based on material use.
 2. Calculate and adjust machine speed and feed rates for indexable drills.
 3. Calculate and adjust machine speed and feed rates for indexable endmills.
- G. Utilize spindle probes and tool presetters.
 1. Establish work offsets with spindle probing.
 2. Initiate in-process inspection.
 3. Validate tolerancing of work produced based on quality control standards.
- H. Design and modify workholding solutions.
 1. Analyze work location based on component datums and tolerances.
 2. Determine fixture base plate design to accommodate locators, clamps and accessories.
 3. Determine correct locators for flat, cylindrical and irregular surfaces and holes.
 4. Characterize fixture clamps based on type, placement and application.
 5. Distinguish the uses of soft tooling: soft jaws, collets and mandrels.
 6. Contrast the advantages and disadvantages of dedicated vs. modular fixtures.

Lab Outline

- A. 4 axis CNC mill operations and setup
- B. 5 axis CNC mill operations and setup
- C. Horizontal Mills operations and setup
- D. Robotic machine cells
- E. Tool presetting
- F. Work holding, Soft Jaws, Fixtures

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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

No Value

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

No Value

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

- Units: 5
- Lec Hrs: 3
- Lab Hrs: 6
- Lec Load: .067
- Lab Load: .095
- Total Load: .162
- Seat Ct: 40
- (mkct 05/08/2026)

Req/Adv

Prerequisite(s):

DMT D084B

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2026	Basic Course Information	Course Description	Suggested	Consider revisions to define "CNC" the first time it is used (it is first written out in assignments) and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y
4/21/2026	Specifications	Methods of Instruction	Required	Lectures and Visual Aids are listed twice — revise to remove one. Thanks!	Y -Removed
4/21/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A
4/21/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A
4/21/2026	Outline	Course Outline	Suggested	Related suggestion to the one for assignments, but consider defining the acronym CNC the first time it is used. Y	
4/21/2026	Outline	Course Outline	Suggested	Also, this may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison					
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/27/26	Basic Course Information.	Attachments.	Required	The material in the left hand column needs to come from the top level objectives of the requisite course. These can be found under the Learning Outcomes tab. (Just remove the 1's and 2's, the expanded content)	Y
Stage 7: Dean of Online Learning					
No Value					
Stage 8: SLO Coordinator					
No Value					
Stage 10: Curriculum Committee					
No Value					

CO
Sort ID (00 < 10; 0 < 100)
No Value
Course Status
No Value
Course Characteristics
No Value
Cross-Listed/Related Course Information
No Value
Cross-Listed/Related Course ID's
No Value
DL Approval Date (MM/DD/YYYY)
No Value
Hybrid Approval Date (MM/DD/YYYY)
No Value

Curriculum Office Notes

No Value

De Anza College
Change Report
 05/05/2026

Summary of Changes

Section	Changed field
General Information	Effective Term
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
CO	DL Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Course Justification	Course Justification
Stand-Alone Statement	Stand-Alone Statement
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit 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?

Section	Changed field
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Sridevi Lakshmanan	• Sridevi Lakshmanan
	Course ID (CB01A and CB01B)	EDACD020.	EDACD020.
	Course Control Number	CCC000604088	CCC000604088
	Course Title (CB02)	Universal Design and Accessibility	Universal Design and Accessibility
	Short Course Title	UNIVERSAL DESIGN & ACCESSIBILI	UNIVERSAL DESIGN & ACCESSIBILI
	TOP Code (CB03)	4930.31	4930.31 Living Skills, Disabled
	CIP Code	Basic Skills and Developmental/Remedial Education, Other	32.0199 Basic Skills and Developmental/Remedial Education, Other
	Department	EDAC - Educational Access	EDAC - Educational Access
!	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course is an introduction to foundational principles and guidelines in the areas of Universal Design and accessibility. Students will examine legal guidelines and accessible design strategies for various media. These user-centered design strategies are applicable across multidisciplinary areas such as instructional design, engineering and technology, media communications, and urban design.	This course introduces foundational principles and key frameworks in Universal Design, accessibility, and inclusive design. It engages students with standards and global policy frameworks related to equity, inclusion, and disability justice, emphasizing social, legal, and ethical responsibilities. Students critically examine digital, built (e.g., housing and architecture), and social environments to identify systemic barriers affecting diverse and intersecting populations. Through applied analysis of real-world media, technologies, and physical spaces, students connect theory to practice. The course prepares students to apply inclusive, user-centered design strategies to promote equitable access and participation across diverse contexts, with applications in fields such as instructional design, engineering and technology, media communications, and urban design.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	<ul style="list-style-type: none"> Computer Technology (Adapted):Disabled Students Programs and Services 	<ul style="list-style-type: none"> Computer Technology (Adapted):Disabled Students Programs and Services
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	<ul style="list-style-type: none"> FHDA FSA - ADAPTIVE COMPUTER TECH 	<ul style="list-style-type: none"> FHDA FSA - ADAPTIVE COMPUTER TECH

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

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is transferable to CSU. It is a stand-alone course that introduces students to the fundamentals of Universal Design principles and media accessibility guidelines. The course examines inclusive user-centered design strategies applicable across multidisciplinary areas such as instructional design, information architecture, design engineering and technology, media communication, urban design, and transit systems.</p>	<p>This course is transferable to <u>UC and CSU</u>. It is a stand-alone <u>The course meets criteria for De Anza GE Area 4: Social and Behavioral Sciences. This course that introduces engages students with accessibility standards and global policy frameworks related to the fundamentals- equity, inclusion, and disability justice, emphasizing social, legal, and ethical responsibilities. Students critically examine digital, built (e.g., housing and architecture), and social environments to identify systemic barriers affecting diverse and intersecting populations. Through applied analysis of Universal Design principles- real-world media, technologies, and media accessibility guidelines- physical spaces, students connect theory to practice. The course examines- prepares students to apply inclusive user-centered design strategies applicable across multidisciplinary areas such as instructional design, information architecture, design engineering and technology, media communication, urban design, principles to promote equitable access, and transit systems- participation across diverse contexts.</u></p>


Stand-Alone Statement			

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	The course does not currently fit into a certificate/degree program offered by the DSPS department, which does not offer GE courses. The course aims to introduce students to foundational information in topics related to Disability Studies, Universal Design, and media accessibility, which can be applied across various disciplines. This course is designed for students interested in careers such as Disability Studies, Law, Instructional Design, and User Experience and Research.	The course does not currently fit into a certificate/degree program offered by the DSPS department, which does not offer GE courses. The course aims to introduce students to foundational information in topics related to Disability Studies, Universal Design, and media accessibility, which can be applied across various disciplines. This course is designed for students interested in careers such as Disability Studies, Law, Instructional Design, and User Experience and Research.

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

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

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


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

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<p><u>This course explores the disability rights movement, ADA legislation, and inclusive design frameworks. Since the curriculum centers on addressing diverse user needs, navigating social, physical, and attitudinal barriers, and leveraging assistive technologies, the course models the principles it teaches. Course elements (activities, discussions, topic choices) are intentionally designed to support students with a wide range of learning and functional requirements, ensuring all participants can engage through flexible interaction modes. Course materials and examples of textbook used, instructional methods, and assessments account for user variability, different learning styles, and functional needs, including sensory, physical, cognitive, and neurodivergent requirements.</u></p>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is designated as an "approved special class" for students with disabilities.	Course is designated as an "approved special class" for students with disabilities.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course

Changed	Field	Current Version	Proposed Version
	Repeat Limit	99	99
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)	(Repeatable as needed to meet the Student Educational Contract (Title 5, section 56029).)

UC Transferable and/or Lower-Division Major Requirement


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

Associated Programs

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

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version						
	GE Information	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td>• 2G4X - Pending.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	• 2G4X - Pending.	-	No value
System/Institution	De Anza GE								
Area(s)	• 2G4X - Pending.								
-	No value								

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

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

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

Credit Units			

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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

Changed	Field	Current Version	Proposed Version
	Assignments	<ol style="list-style-type: none">1. Required reading assignments from texts and online resources2. Group discussions on critiquing website design for usability and accessibility3. Research presentations and projects examining issues surrounding physical, cognitive, sensory, cultural and social diversity.4. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design.	<ol style="list-style-type: none">1. Required reading assignments from texts and online resources2. Group discussions on critiquing website design for usability and accessibility3. Research presentations and projects examining issues surrounding physical, cognitive, sensory, cultural and social diversity.4. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design.

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



Methods of Evaluation

Methods of Evaluation Methods of Evaluation

Methods of Evaluation Methods of Evaluation

- Methods of Evaluation**
1. Written research reports that evaluate student's ability to synthesize, organize, and present information clearly. Examples of successful assignments will be provided.
 2. Weekly quizzes that include multiple choice, short answers
 3. Weekly reflection posts on topics that encourage analysis and problem-solving, in diverse areas: architecture, education, engineering, multimedia, technology, and transportation.
 4. Group accessibility-related projects that require students to collaboratively assess, test, design, and apply WCAG guidelines to improve accessibility.
 5. Final exam that includes multiple-choice and media components that require students to evaluate content for accessibility barriers.


Changed	Field	Current Version	Proposed Version
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		<p>Methods of Evaluation</p>	
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1. Written research reports that evaluate student's ability to synthesize, organize, and present information clearly
2. Weekly quizzes that include multiple choice, short answers
3. Weekly reflection posts on topics that encourage analysis and problem-solving, in diverse areas: architecture, education, engineering, multimedia, technology, and transportation.
4. Group accessibility-related projects that require students to collaboratively assess, test, design, and apply WCAG 2.0 guidelines to improve accessibility
5. Final exam that includes multiple-choice and media components that require students to evaluate content for accessibility barriers

Changed	Field	Current Version	Proposed Version																														
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> None Essential College Facilities: <ul style="list-style-type: none"> Computer Accessibility Lab; computer stations equipped with Assistive Technology tools 	Essential Student Materials: <ul style="list-style-type: none"> None Essential College Facilities: <ul style="list-style-type: none"> Computer Accessibility Lab; computer stations equipped with Assistive Technology tools 																														
	Examples of Primary Texts and References	<table border="1"> <tr><td>Title</td><td>Accessibility Toolkit</td></tr> <tr><td>Author</td><td>Coolidge, A., Doner, S., Robertson, T., & Gray, J.</td></tr> <tr><td>Publisher</td><td>BCcampus</td></tr> <tr><td>Date/Edition</td><td>(2018). 2nd edition</td></tr> <tr><td>ISBN</td><td>No value</td></tr> </table> <table border="1"> <tr><td>Title</td><td>Universal Design: Creating Inclusive Environments</td></tr> <tr><td>Author</td><td>Steinfeld, Edward., Maisel, Jordana.</td></tr> <tr><td>Publisher</td><td>Wiley</td></tr> <tr><td>Date/Edition</td><td>1st edition (April 10, 2012)</td></tr> <tr><td>ISBN</td><td>978-0470399132</td></tr> </table>	Title	Accessibility Toolkit	Author	Coolidge, A., Doner, S., Robertson, T., & Gray, J.	Publisher	BCcampus	Date/Edition	(2018). 2nd edition	ISBN	No value	Title	Universal Design: Creating Inclusive Environments	Author	Steinfeld, Edward., Maisel, Jordana.	Publisher	Wiley	Date/Edition	1st edition (April 10, 2012)	ISBN	978-0470399132	<table border="1"> <tr><td>Title</td><td>Universal Design for Learning (UDL) for Inclusion, Diversity, Equity, and Accessibility (IDEA)</td></tr> <tr><td>Author</td><td>Darla Benton Kearney</td></tr> <tr><td>Publisher</td><td>eCampusOntario (Pressbooks platform) https://ecampusontario.pressbooks.pub/universaldesign/</td></tr> <tr><td>Date/Edition</td><td>2022</td></tr> <tr><td>ISBN</td><td>No value</td></tr> </table>	Title	Universal Design for Learning (UDL) for Inclusion, Diversity, Equity, and Accessibility (IDEA)	Author	Darla Benton Kearney	Publisher	eCampusOntario (Pressbooks platform) https://ecampusontario.pressbooks.pub/universaldesign/	Date/Edition	2022	ISBN	No value
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Date/Edition	2022																																
ISBN	No value																																
	Suggested Reading List	No value	No value																														

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Examine relevance of the principles and broader goals of the UD Movement Examine common barriers to community participation experienced by persons with disabilities Examine benefits of cultivating a Universal Design mindset and how it encompasses Usability, Accessibility, and Inclusive Design Identify media accessibility barriers experienced by users who are blind and visually-impaired Describe simple content design approaches that promote accessibility Summarize best practices for enabling accessibility for various media 	<ul style="list-style-type: none"> Examine relevance of the principles and broader goals of the UD Movement. Examine common barriers to community participation experienced by persons with disabilities. Examine benefits of cultivating a Universal Design mindset and how it encompasses Usability, Accessibility, and Inclusive Design. Identify media accessibility barriers experienced by users who are blind and visually-impaired. Describe simple content design approaches that promote accessibility. Summarize best practices for enabling accessibility for various media.

CSLOs

<p>CSLOs Examine inclusive principles of Universal Design (UD), and applications across varied disciplines such as architecture and urban design, education, engineering, multimedia, technology, and transportation.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Examine inclusive principles of Universal Design (UD), and applications across varied disciplines such as architecture and urban design, education, engineering, multimedia, technology, and transportation.</p> <p>Expected SLO Performance 0.0</p>
<p>CSLOs Identify common media accessibility barriers experienced by users with sensory impairments.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Identify common media accessibility barriers experienced by users with sensory impairments.</p> <p>Expected SLO Performance 0.0</p>
<p>CSLOs Analyze and restructure digital documents to improve accessibility.</p> <p>Expected SLO Performance 0.0</p>	<p>CSLOs Analyze and restructure digital documents to improve accessibility.</p> <p>Expected SLO Performance 0.0</p>

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Examine relevance of the principles and broader goals of the UD Movement <ol style="list-style-type: none"> 1. Examine evolution and history of UD Movement and its ties to the Disability Rights Movement 2. Explore myths and misconceptions of UD application 3. Examine how universal design differs from accessible design. 2. Examine common barriers to community participation experienced by persons with disabilities <ol style="list-style-type: none"> 1. List major disability groups 2. Describe types of Assistive Technology tools and devices 3. Examine dimensions of Disability as defined by the World Health Organization 4. Examine types of barriers that persons with disabilities may experience during their common daily activities 5. Compile at least five disability-related resources available in your local community 3. Describe the components of Usability. Examine distinctions and overlaps between accessibility, usability, and inclusive design. <ol style="list-style-type: none"> 1. Discuss the value of Empathic Design, and its role in User-Centered Design methodologies 2. Examine the value of persona analysis in User Experience (UX). Describe best practices for developing effective UX personas. 4. Identify media accessibility barriers experienced by users who are blind and visually-impaired <ol style="list-style-type: none"> 1. Examine the WCAG 2.0 foundational guidelines organized around the Four Principles of Accessibility 2. Examine UX guidelines and explore how it maps to WCAG 2.0 Principles. 3. Evaluate common media accessibility barriers experienced by users who are Blind/Visually-impaired 5. Describe simple content design approaches that promote accessibility <ol style="list-style-type: none"> 1. Examine the role of color and contrast ratios in enabling accessibility 2. Describe strategies for enabling document accessibility 3. Analyze and restructure digital documents to improve accessibility 6. Summarize best practices for enabling accessibility for various media <ol style="list-style-type: none"> 1. Explore accessibility strategies for videos 2. Distinguish between Captions and Sub-Titles 3. Examine web accessibility testing tools 	<ol style="list-style-type: none"> 1. Examine relevance of the principles and broader goals of the UD Movement. <ol style="list-style-type: none"> 1. Examine evolution and history of UD Movement and its ties to the Disability Rights Movement. 2. Explore myths and misconceptions of UD application. 3. Examine how universal design differs from accessible design. 2. Examine common barriers to community participation experienced by persons with disabilities. <ol style="list-style-type: none"> 1. List major disability groups. 2. Describe types of Assistive Technology tools and devices. 3. Examine dimensions of Disability as defined by the World Health Organization. 4. Examine types of barriers that persons with disabilities may experience during their common daily activities. 5. Compile at least five disability-related resources available in your local community. 3. Describe the components of Usability. Examine distinctions and overlaps between accessibility, usability, and inclusive design. <ol style="list-style-type: none"> 1. Discuss the value of Empathic Design, and its role in User-Centered Design methodologies. 2. Examine the value of persona analysis in User Experience (UX). Describe best practices for developing effective UX personas. 4. Identify media accessibility barriers experienced by users who are blind and visually-impaired. <ol style="list-style-type: none"> 1. Examine the WCAG 2.0 foundational guidelines organized around the Four Principles of Accessibility. 2. Examine UX guidelines and explore how it maps to WCAG 2.0 Principles. 3. Evaluate common media accessibility barriers experienced by users who are Blind/Visually-impaired. 5. Describe simple content design approaches that promote accessibility. <ol style="list-style-type: none"> 1. Examine the role of color and contrast ratios in enabling accessibility. 2. Describe strategies for enabling document accessibility. 3. Analyze and restructure digital documents to improve accessibility. 6. Summarize best practices for enabling accessibility for various media. <ol style="list-style-type: none"> 1. Explore accessibility strategies for videos. 2. Distinguish between Captions and Sub-Titles. 3. Examine web accessibility testing tools.

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

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

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

Req/Adv

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

A-Matrix Form

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	Assignments: A. Required reading assignments from texts and online resources.	Assignments: A. Required reading assignments from texts and online resources.
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	Assignments: B. Group discussions on critiquing website design for usability and accessibility	Assignments: B. Group discussions on critiquing website design for usability and accessibility
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	Assignments: D. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design.	Assignments: D. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design.
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value
	<p>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</p>	No Value	No Value
	<p>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

Objective 4:
Develop linear function models.

No Value

No Value

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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.	EDAC 245 Advisory is not required due to overlap of topic and since students also receive greater support in revised EDAC 20 course. EDAC 245 Outline: A. Identify and describe features of assistive computer technology required by the student's functional limitations. Revised EDAC 20 course also includes information on Assistive Technology tools and devices. EDAC 20 Outline: B.2. Describe types of Assistive Technology tools and devices.	EDAC 245 Advisory is not required due to overlap of topic and since students also receive greater support in revised EDAC 20 course. EDAC 245 Outline: A. Identify and describe features of assistive computer technology required by the student's functional limitations. Revised EDAC 20 course also includes information on Assistive Technology tools and devices. EDAC 20 Outline: B.2. Describe types of Assistive Technology tools and devices.
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline. A.1. Examine evolution and history of the UD Movement and its ties to the Disability Rights Movement.

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Oral: Assignments: B. Group discussions on critiquing website design for usability and accessibility. Assignments: C. Research presentations and projects examining issues surrounding physical, cognitive, sensory, cultural and social diversity. Written: Assignments: D. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design. Collaborative Exercises: B. Group discussions on critiquing website design for usability and accessibility.</p>
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Assignments: C. Research presentations and projects examining issues surrounding physical, cognitive, sensory, cultural and social diversity.</p>
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline. B. Examine common barriers to community participation experienced by persons with disabilities. Outline. B.4. Examine types of barriers that persons with disabilities may experience during their common daily activities. Assignments. C. Research presentations and projects examining issues surrounding physical, cognitive, sensory, cultural and social diversity.</p>
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline. A. 1. Examine evolution and history of UD Movement and its ties to the Disability Rights Movement. Outline. B.3. Examine dimensions of Disability as defined by the World Health Organization.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of Evaluation: D. Group accessibility-related projects that require students to collaboratively assess, test, design, and apply WCAG 2.0 guidelines to improve accessibility. Methods of Evaluation: Weekly reflection posts on topics that encourage analysis and problem-solving, in diverse areas: architecture, education, engineering, multimedia, technology, and transportation.</p>

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</p>	No Value	No Value
	<p>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</p>	No Value	No Value
	<p>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</p>	No Value	No Value
	<p>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</p>	No Value	No Value


Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

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

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	EDAC 020	EDAC 020
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	Disability Support	Disability Support
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	03/18/2025	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Course number change appr. 12/4/18 due to UC articulation (effect. F19) - mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Course number change appr. 12/4/18 due to UC articulation (effect. F19) - mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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


Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed or Initiator's Response	
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value					Do Examples of Primary Texts and References discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	
			4/15/2026	Specifications	Examples of Primary Texts and References	Suggested	<p>Response: Yes, I have included "examples of textbooks in DEI statement: <i>Course materials and examples of textbook used, instructional methods, and assessments account for user variability, different learning styles, and functional needs, including sensory, physical, cognitive, and neurodivergent requirements.</i></p>	
			4/15/2026	Specifications	Assignments	Suggested	<p>Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.</p>	Y

Changed	Questions	Current Version	Proposed Version
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Thanks for this list of evaluation methods! I wanted to double check for this evaluation method: "Group accessibility-related projects that require students to collaboratively assess, test, design, and apply WCAG 2.0 guidelines to improve accessibility." -- is this WCAG 2.1, or remaining 2.0?

Response: Thank you. Removed reference to WCAG 2.0 (revised to *WCAG guidelines*), since we include history of ADA/ WCAG updates/iterations.

4/15/2026	Specifications	Methods of Evaluation	Suggested	Also, for any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y
				Response: Added sentence to Methods of Eval. A. Examples of successful assignments will be provided.	Y

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 4: Articulation Officer	No Value	04/22/26	Specifications	Primary Texts	Required	In order to maintain UC-transferability, at least one primary text needs to be written within 7 years of the effective date of the course. For courses effective Fall 2027, at least one primary text must be published 2020 or more recent. Thank you!	Y Thank you, Christa!
	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	EDACD020.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Mar 18, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2030 12:00:00 AM
	External Review Approval Date	Sep 1, 2025 12:00:00 AM
	Course Control Number	CCC000604088

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

De Anza College

Course Outline of Record Report

05/05/2026

EDACD420. : Universal Design and Accessibility

General Information

Faculty Initiator:	• Sridevi Lakshmanan
Attachments:	Online_EDAC_420_2027F.pdf
Course ID (CB01A and CB01B) :	EDACD420.
Short Course Title:	UNIVERSAL DESIGN & ACCESSIBILI
Course Title (CB02) :	Universal Design and Accessibility
Department:	EDAC - Educational Access
Effective Term:	Fall 2027
TOP Code (CB03) :	(4930.31) Living Skills, Disabled
CIP Code:	(32.0199) Basic Skills and Developmental/Remedial Education, Other.
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course introduces foundational principles and key frameworks in Universal Design, accessibility, and inclusive design. It engages students with standards and global policy frameworks related to equity, inclusion, and disability justice, emphasizing social, legal, and ethical responsibilities. Students critically examine digital, built (e.g., housing and architecture), and social environments to identify systemic barriers affecting diverse and intersecting populations. Through applied analysis of real-world media, technologies, and physical spaces, students connect theory to practice. The course prepares students to apply inclusive, user-centered design strategies to promote equitable access and participation across diverse contexts, with applications in fields such as instructional design, engineering and technology, media communications, and urban design.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

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

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course engages students with accessibility standards and global policy frameworks related to equity, inclusion, and disability justice, emphasizing social, legal, and ethical responsibilities. Students critically examine digital, built (e.g., housing and architecture), and social environments to identify systemic barriers affecting diverse and intersecting populations. Through applied analysis of real-world media, technologies, and physical spaces, students connect theory to practice. The course prepares students to apply inclusive design principles to promote equitable access and participation across diverse contexts.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- Basic Course Information - Course Description
- Specifications - 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.

This course explores the disability rights movement, ADA legislation, and inclusive design frameworks. Since the curriculum centers on addressing diverse user needs, navigating social, physical, and attitudinal barriers, and leveraging assistive technologies, the course models the principles it teaches. Course elements (activities, discussions, topic choices) are intentionally designed to support students with a wide range of learning and functional requirements, ensuring all participants can engage through flexible interaction modes. Course materials, example of textbook used, instructional methods, and assessments account for user variability, different learning styles, and functional needs, including sensory, physical, cognitive, and neurodivergent requirements.

Course Development Options

<p>Basic Skill Status (CB08)</p> <p>Course is not a basic skills course.</p>	<p>Course Special Class Status (CB13)</p> <p>Course is designated as an "approved special class" for students with disabilities.</p>	<p>Grade Options</p> <ul style="list-style-type: none"> Letter Grade Pass/No Pass
<p>Repeat Limit</p> <p>99</p>	<p>Course Prior To College Level</p> <p>Not applicable.</p>	<p>Repeatability Statement</p> <p>(No limit on student re-enrollment for 0 unit courses.)</p>
<p>Course Support Status (CB26)</p> <p>Course is not a support course</p>		

Associated Programs		
<input type="checkbox"/> Course is part of a program		
<p>Associated Program</p> <p>No value</p>	<p>Award Type</p> <p>No value</p>	<p>Active</p>

Transferability & Gen. Ed. Options	
<p>Course General Education Status (CB25)</p> <p>Y</p>	
<p>Transferability (CB05)</p> <p>Transferable to both UC and CSU</p>	<p>Transferability Status</p> <p>Pending</p>

UC Transferable and/or Lower-Division Major Requirement
<p>Will the course be UC transferable?</p> <p>No</p>
<p>If yes, identify the lower-division UC course and campus.</p> <p>No Value</p>
<p>Will the course fulfill a UC/CSU lower-division major requirement?</p> <p>No</p>
<p>If yes, identify the UC/CSU campus, course and major.</p> <p>No Value</p>

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	48

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Courses for Persons with Substantial Disabilities.

Course Classification Code (CB11)

Non-Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

- Lecture and visual aids
- Discussion of assigned reading
- In-class exploration of Internet sites
- Quiz and examination review performed in class
- Homework and extended projects
- Collaborative learning and small group exercises
- Collaborative projects

Assignments

- A. Required reading assignments from texts and online resources
- B. Group discussions on critiquing website design for usability and accessibility
- C. Research presentations and projects examining issues surrounding physical, cognitive, sensory, cultural and social diversity.
- D. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written research reports that evaluate student’s ability to synthesize, organize, and present information clearly. Examples of successful assignments will be provided.
- B. Weekly quizzes that include multiple choice, short answers
- C. Weekly reflection posts on topics that encourage analysis and problem-solving, in diverse areas: architecture, education, engineering, multimedia, technology, and transportation.
- D. Group accessibility-related projects that require students to collaboratively assess, test, design, and apply WCAG guidelines to improve accessibility.
- E. Final exam that includes multiple-choice and media components that require students to evaluate content for accessibility barriers.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

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

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
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Darla Benton Kearney	Universal Design for Learning (UDL) for Inclusion, Diversity, Equity, and Accessibility (IDEA)	eCampusOntario (Pressbooks platform) https://ecampusontario.pressbooks.pub/universaldesign/	2022
Suggested Reading List			
No Value			

Learning Outcomes

Course Objectives

- Examine relevance of the principles and broader goals of the UD Movement.
- Examine common barriers to community participation experienced by persons with disabilities.
- Examine benefits of cultivating a Universal Design mindset and how it encompasses Usability, Accessibility, and Inclusive Design.
- Identify media accessibility barriers experienced by users who are blind and visually-impaired.
- Describe simple content design approaches that promote accessibility.
- Summarize best practices for enabling accessibility for various media.

CSLOs	
Examine inclusive principles of Universal Design (UD), and applications across varied disciplines such as architecture and urban design, education, engineering, multimedia, technology, and transportation.	Expected SLO Performance: 0.0
Identify common media accessibility barriers experienced by users with sensory impairments.	Expected SLO Performance: 0.0
Analyze and restructure digital documents to improve accessibility.	Expected SLO Performance: 0.0

Outline

- ### Course Outline
- A. Examine relevance of the principles and broader goals of the UD Movement.
 - 1. Examine evolution and history of UD Movement and its ties to the Disability Rights Movement.
 - 2. Explore myths and misconceptions of UD application.

3. Examine how universal design differs from accessible design.
- B. Examine common barriers to community participation experienced by persons with disabilities.
 1. List major disability groups.
 2. Describe types of Assistive Technology tools and devices.
 3. Examine dimensions of Disability as defined by the World Health Organization.
 4. Examine types of barriers that persons with disabilities may experience during their common daily activities.
 5. Compile at least five disability-related resources available in your local community.
- C. Describe the components of Usability. Examine distinctions and overlaps between accessibility, usability, and inclusive design.
 1. Discuss the value of Empathic Design, and its role in User-Centered Design methodologies.
 2. Examine the value of persona analysis in User Experience (UX). Describe best practices for developing effective UX personas.
- D. Identify media accessibility barriers experienced by users who are blind and visually-impaired.
 1. Examine the WCAG 2.0 foundational guidelines organized around the Four Principles of Accessibility.
 2. Examine UX guidelines and explore how it maps to WCAG 2.0 Principles.
 3. Evaluate common media accessibility barriers experienced by users who are Blind/Visually-impaired.
- E. Describe simple content design approaches that promote accessibility.
 1. Examine the role of color and contrast ratios in enabling accessibility.
 2. Describe strategies for enabling document accessibility.
 3. Analyze and restructure digital documents to improve accessibility.
- F. Summarize best practices for enabling accessibility for various media.
 1. Explore accessibility strategies for videos.
 2. Distinguish between Captions and Sub-Titles.
 3. Examine web accessibility testing tools.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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

No Value

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

No Value

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

- Units: 0

- Lec Hrs: 4
- Lec Load: 0
- Seat Ct: 0
- (mkct 05/5/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

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

Objective 2: Develop analytical ideas and topics for essays.

Assignments: B. Group discussions on critiquing website design for usability and accessibility.

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

Assignments: D. Written analyses and distinctions between allied concepts and terminology: Accessibility, Usability, and Inclusive Design.

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

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

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response Y.
4/16/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	OER text includes topics on disability, diversity, and accessibility. Had missed adding OER in this non -credit version of EDAC 20, and included textbook to DEI statement.
4/16/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y

4/16/2026	Specifications	Methods of Evaluation	Suggested	<p>Thanks for this list of evaluation methods! I wanted to double check for this evaluation method: "Group accessibility-related projects that require students to collaboratively assess, test, design, and apply WCAG 2.0 guidelines to improve accessibility." -- is this WCAG 2.1, or remaining 2.0?</p> <p>Also, for any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.</p>	Y	<p>Thank you. Removed reference to WCAG 2.0 (revised and broadened to <i>WCAG guidelines</i>), since we include history as well as ADA/ WCAG framework updates.</p>
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Stage 4: Articulation Officer						
Date	Tab	Part - Field	Type of Edit	Edit		Initiator - Indicate "Y" When Completed or Initiator's Response
04/22/26	Specifications	Primary Texts	Required	<p>In order to maintain UC-transferability, at least one primary text needs to be written within 7 years of the effective date of the course. For courses effective Fall 2027, at least one primary text must be published 2020 or more recent. Thank you!</p> <p>Mirrored noncredit courses should have CORs that match the original course in most aspects. Since the mirrored course did not include any texts, it may be a good opportunity to make sure that the rest of the sections match as well. Thanks!</p>	Y	<p>Thank you, Christa!</p>

Stage 5: De Anza General Education						
No Value						

Stage 6: Content Review Matrix Liaison						
No Value						

Stage 7: Dean of Online Learning						
No Value						

Stage 8: SLO Coordinator						
No Value						

Stage 10: Curriculum Committee						
No Value						

CO						
Sort ID (00 < 10; 0 < 100)						
No Value						
Course Status						

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes


No Value

De Anza College
Change Report
 05/08/2026

Summary of Changes

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

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Amy Leonard
	Course ID (CB01A and CB01B)	EWRTD65AX	EWRTD65AX
	Course Control Number	CCC000545323	CCC000545323
	Course Title (CB02)	Literary Magazine I, National Edition	Literary Magazine I, National Edition
	Short Course Title	LITERARY MAG I, NATIONAL EDITI	LITERARY MAG I, NATIONAL EDITI
	TOP Code (CB03)	1507.00	1507.00 Creative Writing
	CIP Code	Creative Writing	23.1302 Creative Writing

Changed	Field	Current Version	Proposed Version
	Department	EWRT - English Writing	EWRT - English Writing
!	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course emphasizes collaborative evaluation and selection of fiction, poetry, and other literary submissions for professional annual magazine publication including attention to management and issue planning as well as design.	In this hands-on course, you will step into the role of a literary editor, working collaboratively with your peers to evaluate and select fiction, poetry, and diverse literary submissions for a professional annual magazine. As you bring this publication to life, you will master the art of issue planning, develop professional project management skills, and gain practical experience in magazine design. By the end of this course, you will be able to navigate the full lifecycle of a literary journal, apply critical editorial judgment, and produce a high-quality publication that demonstrates your readiness for the professional publishing world.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

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

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No <u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>


Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course supports Diversity, Equity, and Inclusion by engaging students in collaborative literary editing and publication practices that center diverse voices, perspectives, and forms of expression. Students learn equitable editorial decision-making, inclusive design, and ethical assessment practices that value representation and accessibility in national-level publications. Through critical thinking and applied production work, the course prepares students to evaluate whose stories are told, how they are presented, and how inclusive publishing practices can broaden participation and access within journalism and literary culture.</u>
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No	No

Associated Programs

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Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Journalism	Associated Program Journalism
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Journalism	Associated Program Journalism
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2	2
	Lecture Hours - Out of Class	4	4
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0

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	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	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	60	60

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	72	72
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading Discussion and problem solving performed in class and online Collaborative learning and small group exercises Collaborative projects Lecture and visual aids In-class exploration of Internet sites Guest speakers

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned reading Discussion and problem solving performed in class and online Collaborative learning and small group exercises Collaborative projects Lecture and visual aids In-class exploration of Internet sites Guest speakers

Changed	Field	Current Version	Proposed Version
!	Assignments	<ol style="list-style-type: none"> 1. Management activities such as record-keeping, symposium or interview planning, manuscript soliciting, correspondence, copy editing, proofreading, or basic layout and design. 2. Reading/examination of literary submissions and visual art (approx. 8-12 submissions per week) 	<ol style="list-style-type: none"> 1. Editorial Management & Production Operations: Students will engage in the logistical lifecycle of a professional magazine. You may choose to specialize in one or more of the following roles based on your career interests: <ol style="list-style-type: none"> 1. Outreach & Correspondence (Oral/Interpersonal): Actively soliciting manuscripts and communicating with authors. You will practice professional relationship management through both written correspondence and oral pitching or interviews. 2. Project Leadership (Management/Non-Writing): Coordinating "Symposium Planning" sessions where you will lead group discussions to determine the issue's theme and sequence. 3. Technical Production (Visual/Design): Engaging in basic layout and graphic design. 4. Quality Control (Revision-Focused): Participating in iterative cycles of copy editing and proofreading. You will revise your editorial suggestions based on peer feedback and style guide alignment to ensure publication readiness 2. Literary & Artistic Curation <ol style="list-style-type: none"> 1. Active Evaluation (Reflective/Critical): You will examine 8–12 literary and visual art submissions per week. 2. Personal Connection: In your evaluations, you are encouraged to connect the submissions to your own lived experiences, cultural background, or aesthetic values, explaining how a specific piece might resonate with a diverse audience. 3. Collaborative Selection (Oral Defense): Rather than just writing reviews, you will participate in weekly editorial board meetings to verbally advocate for specific pieces. This allows you to demonstrate your critical eye through multimodal expression (oral argument vs. written rubric).

Changed	Field	Current Version	Proposed Version
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Methods of Evaluation

Methods of Evaluation Methods of Evaluation

Methods of Evaluation Methods of Evaluation

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Practice and demonstration of critical thinking skills and problem solving as required in evaluation of and response to submitted manuscripts. 2. Participation in and contribution toward online and classroom discussions and in-class collaborative work in evaluating and responding to submitted manuscripts, assigned readings, and production and design activities. 3. Evaluation of reports, summaries, proposals, critiques, and magazine design activities for effort, content, form, and successful application of learned methodologies for editing, management, and marketing. 4. The final project for this course is the successful production of the annual 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Manuscript Evaluation & Bias Reflection: Practice and demonstration of critical thinking skills and problem-solving as required in the evaluation of and response to submitted manuscripts. This process will include guided reflections on implicit bias, asking you to critically examine how systemic inequities in the publishing industry might influence editorial selections and to actively seek out and value diverse perspectives. To clarify expectations, the instructor will provide examples of successful, high-quality manuscript evaluations and constructive editorial responses from previous terms. 2. Inclusive Discussion and Collaboration: Participation in and contribution toward online and classroom discussions and in-class collaborative work in evaluating and responding to submitted manuscripts, assigned readings, and production and design activities. Discussions will explicitly carve out space to address historical barriers to inclusion in literary magazines and explore strategies for dismantling these barriers within our own editorial practices. Clear guidelines and models of effective, substantive peer contributions will be shared to help guide your participation. 3. Formal Assignments & Equity Audits: Evaluation

Changed	Field	Current Version	Proposed Version
		<p>literary magazine. The final grade will be based on a comprehensive review of a student's contributions to the process over the course of the quarter taking into account successful completion of specific milestones as well as qualitative evaluations of completed tasks.</p>	<p>of reports, summaries, proposals, critiques, and magazine design activities for effort, content, form, and successful application of learned methodologies for editing, management, and marketing. Assignments will include opportunities to conduct a "Diversity Audit" or draft an "Equity Statement," allowing you to reflect on how the magazine's outreach, design, and marketing can actively dismantle barriers for marginalized communities. For all formal assignments, you will be provided with annotated examples of strong, successful submissions to illustrate expectations for content, form, and methodology.</p> <p>4. Final Project (The Magazine): The final project for this course is the successful production of the annual literary magazine. The final grade will be based on a comprehensive review of a student's contributions to the process over the course of the quarter, taking into account successful completion of specific milestones as well as qualitative evaluations of completed tasks, including your active efforts to curate a publication that represents a wide array of lived experiences and culturally diverse voices. Past successful magazines and a breakdown of outstanding individual milestone contributions will be available for review to</p>

Changed	Field	Current Version	Proposed Version
			ensure you understand the standards for final project success.
	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • Seminar-style classroom with group table(s) • Publications lab equipped with up-to-date computers, printers, and scanners, as well as up-to-date software for print and web page design 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • Seminar-style classroom with group table(s) • Publications lab equipped with up-to-date computers, printers, and scanners, as well as up-to-date software for print and web page design
	Examples of Primary Texts and References	No value	No value
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Apply management principles to national literary magazine planning and production • Apply literary/artistic criteria to selection of material for a national magazine through: 	<ul style="list-style-type: none"> • Apply management principles to national literary magazine planning and production • Apply literary/artistic criteria to selection of material for a national magazine through:

Changed	Field	Current Version	Proposed Version
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CSLOs

CSLOs Establish and apply aesthetic criteria to selection of material for national literary magazine.

Expected SLO Performance 0.0

CSLOs Establish and apply aesthetic criteria to selection of material for national literary magazine.

Expected SLO Performance 0.0

CSLOs Apply management principles to plan and publish a national literary magazine.

Expected SLO Performance 0.0

CSLOs Apply management principles to plan and publish a national literary magazine.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Apply management principles to national literary magazine planning and production <ol style="list-style-type: none"> 1. Soliciting submissions from writers in multiple genres nationwide 2. Managing ongoing submission processes & databases, including screening, record-keeping and correspondence 3. Annual issue planning including incorporating features, interviews, symposia, reviews, special themes 4. Managing journal presence online including understanding of copyright & permissions 5. Undertaking national and regional distribution & marketing 6. Applying appropriate design principles to magazine layout 2. Apply literary/artistic criteria to selection of material for a national magazine through: <ol style="list-style-type: none"> 1. Individual reading and evaluation of submissions 2. Collaborative dialogue on strengths and weaknesses of submissions, with emphasis on such criteria as unity/focus/coherence, development/depth, clarity/economy, ambiguity/gaps, and surprise/originality 3. Formulation and negotiation of possible revisions 4. Copy editing and proofreading for publication 	<ol style="list-style-type: none"> 1. Apply management principles to national literary magazine planning and production <ol style="list-style-type: none"> 1. Soliciting submissions from writers in multiple genres nationwide 2. Managing ongoing submission processes & databases, including screening, record-keeping and correspondence 3. Annual issue planning including incorporating features, interviews, symposia, reviews, special themes 4. Managing journal presence online including understanding of copyright & permissions 5. Undertaking national and regional distribution & marketing 6. Applying appropriate design principles to magazine layout 2. Apply literary/artistic criteria to selection of material for a national magazine through: <ol style="list-style-type: none"> 1. Individual reading and evaluation of submissions 2. Collaborative dialogue on strengths and weaknesses of submissions, with emphasis on such criteria as unity/focus/coherence, development/depth, clarity/economy, ambiguity/gaps, and surprise/originality 3. Formulation and negotiation of possible revisions 4. Copy editing and proofreading for publication
	Lab Component in this Course	Yes	Yes
	Lab Outline	<ol style="list-style-type: none"> 1. Magazine Planning and Promotion 2. Manuscript Evaluation 3. Correspondence 4. Database and web maintenance 5. Page Layout 6. Cover Design 	<ol style="list-style-type: none"> 1. Magazine Planning and Promotion 2. Manuscript Evaluation 3. Correspondence 4. Database and web maintenance 5. Page Layout 6. Cover Design

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in EWRT D065A.)	(Not open to students with credit in EWRT D065A.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	Objective 1. Apply management principles to national literary magazine planning and production Objective 2: Apply literary/artistic criteria to selection of material for a national magazine	Objective 1. Apply management principles to national literary magazine planning and production Objective 2: Apply literary/artistic criteria to selection of material for a national magazine
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	Objective 1. Apply management principles to national literary magazine planning and production Objective 2: Apply literary/artistic criteria to selection of material for a national magazine	Objective 1. Apply management principles to national literary magazine planning and production Objective 2: Apply literary/artistic criteria to selection of material for a national magazine

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</p>	No Value	No Value
	<p>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</p>	No Value	No Value
	<p>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 4:
Demonstrate the ability to include a variety of sentence structures in writing.

No Value

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 4:
Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 5:
Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value


CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	EWRT 065AX	EWRT 065AX
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	EWRT 65A	EWRT 65A
!	DL Approval Date (MM/DD/YYYY)	02/06/2024	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	02/06/2024	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • (mc-changed 5-yr rev yr from 2013 to 2016 per redistribution) • DE Updated. 12/13/2022. MK. • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> • (mc-changed 5-yr rev yr from 2013 to 2016 per redistribution) • DE Updated. 12/13/2022. MK. • Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			4/21/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course Thanks for this list of assignments. Consider minor revisions to make for format/mode of management activities a bit clearer (for example, if there are non-writing/oral activities, specifying this to demonstrate multiple means of action/expression). Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
			4/21/2026	Specifications	Assignments	Suggested	Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y

Changed	Questions	Current Version	Proposed Version
		4/21/2026 Specifications	<p>Methods of Evaluation</p> <p>Suggested</p> <p>For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box. Consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.</p>
		4/21/2026 Outline	<p>Course Outline</p> <p>Suggested</p>
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: Curriculum Committee	No Value	No Value

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	EWRTD65AX
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Feb 6, 2024 12:00:00 AM
	Time to Next Review	Sep 1, 2029 12:00:00 AM
	External Review Approval Date	Sep 1, 2024 12:00:00 AM
	Course Control Number	CCC000545323

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Course Outline of Record Report

05/08/2026

EWRTD465X : Literary Magazine I, National Edition

General Information

Faculty Initiator:	<ul style="list-style-type: none"> • Amy Leonard • Roberts, Becky • Weisner, Ken
Attachments:	Online_EWRT_465X_2027F.pdf Hybrid_EWRT_465X_2027F.pdf
Course ID (CB01A and CB01B) :	EWRTD465X
Short Course Title:	LITERARY MAG I, NATIONAL EDITI
Course Title (CB02) :	Literary Magazine I, National Edition
Department:	EWRT - English Writing
Effective Term:	Fall 2027
TOP Code (CB03) :	(0614.50) *Desktop Publishing
CIP Code:	No value
SAM Priority Code (CB09) :	{{getSamCode(proposedCourse.course.courseSpecifics[courseIndex].samCode)}}
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	In this hands-on course, you will step into the role of a literary editor, working collaboratively with your peers to evaluate and select fiction, poetry, and diverse literary submissions for a professional annual magazine. As you bring this publication to life, you will master the art of issue planning, develop professional project management skills, and gain practical experience in magazine design. By the end of this course, you will be able to navigate the full lifecycle of a literary journal, apply critical editorial judgment, and produce a high-quality publication that demonstrates your readiness for the professional publishing world.
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • English • FHDA FSA - ENGLISH
Discipline 2:	No value

Discipline 3:

No value

FSA:

- English
- FHDA FSA - ENGLISH

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This course is both a primer and a multi-level practicum in literary editing, design, and production. It is CSU transferable and a restricted elective on the Journalism A.A. degree. Among other skills, it teaches critical thinking, one of De Anza's core competencies. This course focuses on teaching skills related to planning, production, and assessment necessary to produce a quality national publication.

Stand-Alone Statement**Stand-Alone Statement**

No Value

Course Philosophy**Course Philosophy**

No Value

CTE Course**Is this a CTE (Career Technical Education) course?**

Yes

Honors/Non-honors Course**Is this an honors/non-honors course?**

No

Mirrored Credit/Noncredit Course**Is this a mirrored credit/noncredit course?**

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course**Is this a cross-listed course?**

No

Foothill Equivalency**Does the course have a Foothill equivalent?**

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review**Please check all areas in the COR that address DEI.**

- | | |
|--|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input type="checkbox"/> Specifications - Methods of Evaluation |
| <input type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

This course supports Diversity, Equity, and Inclusion by engaging students in collaborative literary editing and publication practices that center diverse voices, perspectives, and forms of expression. Students learn equitable editorial decision-making, inclusive design, and ethical assessment practices that value representation and accessibility in national-level publications. Through critical thinking and applied production work, the course prepares students to evaluate whose stories are told, how they are presented, and how inclusive publishing practices can broaden participation and access within journalism and literary culture.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Desktop Publishing for Literary Publications
(In Development)

Certificate of Completion

Fall 2027

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	24
Total Course Out-of-Class Hours	48
Total Student Learning Hours	24

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Workforce Preparation.

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	0
NA	0
Total	24
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Discussion of assigned reading
 Discussion and problem solving performed in class and online
 Collaborative learning and small group exercises
 Collaborative projects
 Lecture and visual aids
 In-class exploration of Internet sites
 Guest speakers

Assignments

A. Editorial Management & Production Operations: Students will engage in the logistical lifecycle of a professional magazine. You may choose to specialize in one or more of the following roles based on your career interests:

1. Outreach & Correspondence (Oral/Interpersonal): Actively soliciting manuscripts and communicating with authors. You will practice professional relationship management through both written correspondence and oral pitching or interviews.
2. Project Leadership (Management/Non-Writing): Coordinating "Symposium Planning" sessions where you will lead group discussions to determine the issue's theme and sequence.
3. Technical Production (Visual/Design): Engaging in basic layout and graphic design.
4. Quality Control (Revision-Focused): Participating in iterative cycles of copy editing and proofreading. You will revise your editorial suggestions based on peer feedback and style guide alignment to ensure publication readiness

B. Literary & Artistic Curation

1. Active Evaluation (Reflective/Critical): You will examine 8–12 literary and visual art submissions per week.
2. Personal Connection: In your evaluations, you are encouraged to connect the submissions to your own lived experiences, cultural background, or aesthetic values, explaining how a specific piece might resonate with a diverse audience.
3. Collaborative Selection (Oral Defense): Rather than just writing reviews, you will participate in weekly editorial board meetings to verbally advocate for specific pieces. This allows you to demonstrate your critical eye through multimodal expression (oral argument vs. written rubric).

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Manuscript Evaluation & Bias Reflection: Practice and demonstration of critical thinking skills and problem-solving as required in the evaluation of and response to submitted manuscripts. This process will include guided reflections on implicit bias, asking you to critically examine how systemic inequities in the publishing industry might influence editorial

selections and to actively seek out and value diverse perspectives. To clarify expectations, the instructor will provide examples of successful, high-quality manuscript evaluations and constructive editorial responses from previous terms.

- B. Inclusive Discussion and Collaboration: Participation in and contribution toward online and classroom discussions and in-class collaborative work in evaluating and responding to submitted manuscripts, assigned readings, and production and design activities. Discussions will explicitly carve out space to address historical barriers to inclusion in literary magazines and explore strategies for dismantling these barriers within our own editorial practices. Clear guidelines and models of effective, substantive peer contributions will be shared to help guide your participation.
- C. Formal Assignments & Equity Audits: Evaluation of reports, summaries, proposals, critiques, and magazine design activities for effort, content, form, and successful application of learned methodologies for editing, management, and marketing. Assignments will include opportunities to conduct a "Diversity Audit" or draft an "Equity Statement," allowing you to reflect on how the magazine's outreach, design, and marketing can actively dismantle barriers for marginalized communities. For all formal assignments, you will be provided with annotated examples of strong, successful submissions to illustrate expectations for content, form, and methodology.
- D. Final Project (The Magazine): The final project for this course is the successful production of the annual literary magazine. The final grade will be based on a comprehensive review of a student's contributions to the process over the course of the quarter, taking into account successful completion of specific milestones as well as qualitative evaluations of completed tasks, including your active efforts to curate a publication that represents a wide array of lived experiences and culturally diverse voices. Past successful magazines and a breakdown of outstanding individual milestone contributions will be available for review to ensure you understand the standards for final project success.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Seminar-style classroom with group table(s)
- Publications lab equipped with up-to-date computers, printers, and scanners, as well as up-to-date software for print and web page design

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
No Value	No Value	No Value	No Value	No Value

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Apply management principles to national literary magazine planning and production

Apply literary/artistic criteria to selection of material for a national magazine through:

CSLOs

Establish and apply aesthetic criteria to selection of material for national literary magazine.

Expected SLO Performance: 0.0

Apply management principles to plan and publish a national literary magazine.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Apply management principles to national literary magazine planning and production
 - 1. Soliciting submissions from writers in multiple genres nationwide
 - 2. Managing ongoing submission processes & databases, including screening, record-keeping and correspondence
 - 3. Annual issue planning including incorporating features, interviews, symposia, reviews, special themes
 - 4. Managing journal presence online including understanding of copyright & permissions
 - 5. Undertaking national and regional distribution & marketing
 - 6. Applying appropriate design principles to magazine layout
- B. Apply literary/artistic criteria to selection of material for a national magazine through:
 - 1. Individual reading and evaluation of submissions
 - 2. Collaborative dialogue on strengths and weaknesses of submissions, with emphasis on such criteria as unity/focus/coherence, development/depth, clarity/economy, ambiguity/gaps, and surprise/originality
 - 3. Formulation and negotiation of possible revisions
 - 4. Copy editing and proofreading for publication

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 2
- Load: 0
- Seat Ct: 0
- (mkct 05/08/2026)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

Objective 1. Apply management principles to national literary magazine planning and production Objective 2: Apply literary/artistic criteria to selection of material for a national magazine

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Objective 1. Apply management principles to national literary magazine planning and production Objective 2: Apply literary/artistic criteria to selection of material for a national magazine

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course Thanks for this list of assignments. Consider minor revisions to make for format/mode of management activities a bit clearer (for example, if there are non-writing/oral activities, specifying this to demonstrate multiple means of action/expression).	Y
4/21/2026	Specifications	Assignments	Suggested	Also, do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider making this a bit clearer for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Y
4/21/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Y
4/21/2026	Outline	Course Outline	Suggested	Consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	Y

Stage 4: Articulation Officer

No Value

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/27/26	Matrix A	All that Apply	Required	Please complete for your English advisory	Y These match the EWRT 65 exactly, which was approved by you
5/2/26	Matrix A		Required	Please indicate where these skills/activities/assignments can be found in eLumen	Y These match the mirrored course EWRT 65, which was approved by you

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/26	Basic Course Information	Mode of Delivery	Required	Please include Hybrid and Online in your mode of delivery since the hybrid and online course delivery forms are attached.	Y

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

05/08/2026

HUMID003. : Fairy Tales Across Cultures: Global Magic in Fantasy Lores

General Information

Faculty Initiator:	• Mona Rawal
Attachments:	Hybrid_HUMI_3_2027F.pdf Online_HUMI_3_2027F.pdf
Course ID (CB01A and CB01B) :	HUMID003.
Short Course Title:	No value
Course Title (CB02) :	Fairy Tales Across Cultures: Global Magic in Fantasy Lores
Department:	HUMI - Humanities
Effective Term:	Fall 2027
TOP Code (CB03) :	(1599.00) Other Humanities
CIP Code:	(24.0199) Liberal Arts and Sciences, General Studies and Humanities, Other.
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	'Fairy Tales across cultures' is not just a study of 'once upon a time', it is an interdisciplinary deep dive into the code of the human imagination. From ancient oral traditions to the high-tech neon of modern gaming and dystopian cinema, we will track how fairy tales act as the ultimate 'vessels of meaning.' Why do these stories endure? How do they shape our deepest ideas of identity, gender, and power? Join us as we deconstruct the metaphorical vocabulary of the classics and trace their haunting imprints on Sci-Fi, Horror, and the digital frontier. Discover why, in an age of technology, we are still obsessed with fairy tales from across cultures and societies. By examining global retellings and thematic variations, we uncover the 'Global Magic' that connects an old fable to today's most gripping dystopian narratives. Unmask the stories that made you, and see how they continue to build the worlds we inhabit today. Fairy tales are the blueprints of our identity. In this course, we go beyond the 'Disney-fied' surface to explore the grit, the magic, and the evolution of Global stories.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Humanities
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - HUMANITIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is designed to meet general education requirements for De Anza, Cal-GETC, (UC, and CSU systems), with proposed full transferability to both UC and CSU campuses. As a core option for the Humanities Certificate of Achievement, the curriculum trains students to evaluate how traditional fairy tale culture is shaped by multicultural, historical, and political forces from various communities, specifically examining how these narratives are reconstructed within our rapidly evolving era of globalized information and economies. While traditional folklore studies often prioritize the "Grimm" or "Perrault" Western European traditions, this course explicitly utilizes a Global Context. By examining migration chronicles and "Lores" from Latin-American, Asian, African, and Middle Eastern perspectives, the curriculum validates non-Western systems of knowledge as academically rigorous and essential to the human experience. The course moves beyond surface-level storytelling to investigate how Gender, Sexuality, and Race are coded into our shared symbolic language.

Stand-Alone Statement

Stand-Alone Statement

This course offers an interdisciplinary exploration of global fairy tales, examining how these enduring narratives function as social and cultural mirrors that shape our understanding of identity, gender, and the human experience across history and modern media.

Course Philosophy

Course Philosophy

The philosophy of Global Magic in Fantastic Lores is rooted in the conviction that the supernatural is a rigorous lens through which we can study the natural world and the diverse cultures that inhabit it. By treating fairy tales, classic myths, and digital media as essential "vessels of meaning," the course moves beyond simple escapism to deconstruct how humanity uses the language of the Fantastic to navigate real-world issues of identity, gender, and social justice. We believe that by synthesizing interdisciplinary frameworks, from literary theory to the visual rhetoric of contemporary activism—students gain the critical literacy necessary to dismantle the "Other's Syndrome" and recognize the shared symbolic vocabulary that connects ancient oral traditions to our modern technological landscapes. Ultimately, this course is an invitation to explore the "magic" of the global past to become more conscious, empathetic architects of an equitable global future.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

This course integrates Diversity, Equity, and Inclusion by systematically de-centering Eurocentric folklore to elevate the sophisticated oral and literary traditions of the Middle East, Asia, Africa, and Indigenous Americas, treating these global "texts" as foundational rather than secondary. By removing traditional prerequisite barriers and utilizing intersectional frameworks such as the "Queering the Tale" scholarship in Maria Tatar's latest edition, the curriculum challenges students to deconstruct how gender, power, and class have been historically codified in stories. Students are empowered to bring their own cultural inheritances into the academic space, evaluating how globalization and digital media either reinforce or subvert marginalized identities, ultimately transforming the study of fairy tales into a rigorous tool for social critique and cross-cultural empathy.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Pending	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

Comparable to UC San Diego CAT 1

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0

NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours			
Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP
No Value

Specifications	
Methods of Instruction	
Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion on various social issues in fairy tales across cultures. Essays Exploring Films on Fairy Tales In-class exploration of Internet sites and scholarly journal articles Homework and extended projects Guest speakers Collaborative learning and small group exercises Collaborative projects Videos created by instructor for online asynchronous classes
Assignments	
A. Comparative Textual Analysis : This is the core of the humanities experience. Evaluations focus on the student's ability to distinguish and compare different versions of the same narrative "type" (e.g., the Cinderella or Trickster motifs). B. Theoretical Application (The "Humanities Lens"): Students are evaluated on their proficiency in applying interdisciplinary theories to primary fairy tale texts. This moves the student from "what happened in the story" to "what the story is doing to the culture." C. Evaluation of Modern Media and Globalization: This pillar assesses the student's ability to recognize fairy tale structures in the digital age and global economies. The Goal: To analyze how corporate entities (like Disney) or digital platforms (gaming and social media) commodify and redistribute ancient folk motifs. D. Reading: Reading assignments from a minimum of one college-level, book length text. Reading assignments from reserve, in-class, online, and student identified "texts" of varied length and number, with the intended purpose of providing student access to primary documentation	

from which they can develop their own conclusions.

E. Viewing: Viewing assignments of videos shown in-class or in media lab. Each viewing assignment is accompanied with specific questions to assess and summarize. Suggested supplemental films and video tapes.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Two /subjective/short essay two hour midterm examination/s and one two-hour comprehensive subjective/essay final examination, all of which are composed of concept-based questions which will require the student to demonstrate the ability to integrate and summarize ideas and theories from lecture, reading, viewing, listening, and participatory assignments and translate them into fundamental units of knowledge which will be evaluated based on extent of mastery of the course objectives.
- B. Short written response papers/journal entries which will require the student to demonstrate the ability to integrate and summarize ideas and theories from lecture, reading, viewing, listening, and participatory assignments and translate them into fundamental units of knowledge which will be evaluated based on extent of mastery of the course objectives. These formulated responses will provide the foundation for in-class collaborative discussion about student experiences, perspectives, and emerging understanding.
- C. Research project writing assignment with visual components (with a preliminary outline and rough draft) and/or a series of experiential projects, a completed set of response paragraphs, and completed visual project/s; all the above demonstrate the student's growth in interpreting and synthesizing fairy tales from various cultures, using the disciplines and values traditionally ascribed to the Humanities. Students will present research findings with story telling and/or will share discoveries/outcomes from projects to the class for collaborative feedback and discussion.
- D. Class presentations on key elements in Fairy Tales that bring out a student's understanding on societal influences of Fairy Tales across cultures.
- E. Essays and Term Papers based on modules from the syllabus.
- F. Discussion Posts for online classes.
- G. A Final term paper (2000 words limit) on any topic or social issues from the course outline.

Essential Student Materials/Essential College Facilities

Essential Student Materials

- Textbook is the only required material, apart from a computer to access the course online.

Essential College Facilities

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Maria Tatar	The Classic Fairy Tales	Norton	2024, 3rd Edition	ISBN-13: 978-0-393-89304-5 ISBN-10: 0393893049

Angela Carter	The Bloody Chamber and Other Stories	Penguin Classics	2015/2nd edition	ISBN-13: 978-0143107613
Various contributors (University of Minnesota Libraries Publishing).	Introduction to Literature: Fairy Tales, Folk Tales, and How They Shape Us	Open textbook library	2021 (with ongoing digital updates)	ISBN: N/A (Standard for OER, accessible via persistent URL)
Jack Zipes	Why Fairy Tales Stick: The Evolution and Relevance of a Genre	Routledge (an imprint of the Taylor & Francis Group)	1st edition 2013	ISBN-13: 978-0415977814 (Paperback) ISBN-10: 0415977819
Inea Bushnaq	Arab Folktales	Pantheon	1986	ISBN-13: 978-0394751726
Suggested Reading List				
No Value				

Learning Outcomes

Course Objectives

Analyze the historical evolution of fairy tales from their roots in oral folk traditions to their modern iterations in print, film, and digital media.

Compare and Contrast global variations of common tale types (e.g., "The Persecuted Heroine" or "The Trickster") to identify universal human themes alongside culture-specific values and geographic markers.

Deconstruct the "texts" of popular culture to evaluate how traditional narratives construct and reinforce social identities, specifically regarding gender, race, and class.

Evaluate the impact of globalization on the transmission of stories, examining how cross-cultural exchange and modern economies influence the "re-authoring" of traditional myths.

Synthesize humanistic theories to explain why fairy tales remain a primary "symbolic language" for navigating complex human experiences such as trauma, justice, and the transition to adulthood.

CSLOs

Evaluate how diverse cultural systems (including African, Asian, and Middle Eastern traditions) utilize the "Fantastic" to reflect, shape, and challenge societal values regarding identity, gender, and power. Expected SLO Performance: 0.0

Synthesize the relationship between traditional folklore and contemporary media, analyzing how classic archetypes are re-imagined within digital media, graphic novels, film, and gaming to address modern social justice issues. Expected SLO Performance: 0.0

Examine and interpret diverse forms of human expression including literary, visual, and performing arts by situating them within their specific historical, social, and ethical contexts. Expected SLO Performance: 0.0

Refine college-level writing and analytical reading skills through the evaluation of diverse literary genres and digital media content. Expected SLO Performance: 0.0

Outline

Course Outline

A: Analyze the historical evolution of fairy tales from their roots in oral folk traditions to their modern iterations.

Introduction to story telling, the meaning and purpose of Fairy Tales, the "Shared Symbolic Language"

1. Defining the genre: Myth vs. Legend vs. Fairy Tale.
2. The transition from adult oral folk tradition to children's literature.
3. The Origins of Fairy Tales and the purpose and function of fairy tales

B. Deconstruct the "texts" of popular culture to evaluate how traditional narratives construct and reinforce social identities, specifically regarding gender, race, and class.

The European Fairy Tales Market.

1. Comparison of the Brothers Grimm (Germany) and Charles Perrault (France).
2. Historical Lens: How the rise of the middle class sanitized "nasty" folk roots.

C. Evaluate the impact of globalization on the transmission of stories, examining how cross-cultural exchange and modern economies influence the "re-authoring" of traditional myths.

Functions of Fairy Tales: Anatomy of a Tale.

1. Introduction to Vladimir Propp's Morphology and the 31 functions of a story.
2. Understanding the "Universal Hero" and the "Monstrous Other."

D. Global Variations (The Comparative Lens) Gender Balance in Fairy Tales: The Persecuted Heroine (Cinderella Types)

1. Comparing *Ye Xian* (China), *Vasilisa the Beautiful* (Russia), and *Aschenputtel* (Germany).
2. Cultural Lens: How geography (shoes vs. fish bones) reflects local values.

E. The Trickster and the Underdog: Magic, Witchcraft and Sorcery in Fairy Tales

1. *Anansi the Spider* (West Africa/Caribbean) and *Puss in Boots* (Europe).
2. Sociological Lens: Tales as a survival mechanism for the marginalized.

F: Anthropomorphism: Beauty, Beasts, and Animal Brides

1. *The Tiger's Bride* vs. *The Serpent Prince* (India/Southeast Asia).
2. Analyzing the "beast" as a metaphor for the unknown or the "other." Anthropomorphism in Fairy Tales.

F. Power, Identity, and Subversion: Gender and Sexuality in Fairy Tales

1. Deconstructing the "Damsel in Distress" and the "Witch/Stepmother" dichotomy. *The Thousand and One Nights* (Alf Layla wa-Layla), The Persian Heroic Epic: *The Shahnameh* (The Book of Kings)
2. Sociological Lens: How stories reinforce or challenge binary gender roles.

G. Mid-Term Project: The "Fractured" Tale

Analysis of modern subversions (e.g., Angela Carter's *The Bloody Chamber*).

H. Synthesize humanistic theories to explain why fairy tales remain a primary "symbolic language" for navigating complex human experiences such as trauma, justice, and the transition to adulthood.

Violence in Fairy Tales: Dark Roots – Fairy Tales and Horror

1. The role of "cautionary tales" and the psychology of fear in *Bluebeard* narratives.

I. The Digital Age and Global Economies: Disneyfication and Corporate Myth-Making

1. The impact of American mass media on global story recognition.

2. Economic Lens: The commodification of magic.

J. Fairy Tales in Science Fiction and Dystopia

1. Retellings in modern novels (e.g., *Cinder* by Marissa Meyer).
2. How "The Woods" become "The City" or "Space."

K. Gaming and Interactive Folklore

1. The "Hero's Journey" in RPGs and open-world games like *The Witcher* or *Elden Ring*.
2. Identity Politics in Modern Retellings
3. Examining BIPOC and LGBTQ+ reclamations of traditional tropes. Unit 5: Synthesis and Final Projects

L. Globalized Information and the "New Myth"

1. How internet culture (Creepy-pastas/Memes) creates modern "urban" fairy tales.

M. Final Presentations: Re-Authoring the Future

1. Students present an original retelling that addresses a 21st-century social issue.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

n/a

1. Is the unit(s) change required for articulation?

No

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

UC Davis, Course Number: COM 005 Title: Fairy Tales, Fables, & Parables Unit Value: 4 Units Catalog Description: "Introduction to fairy tales, fables, and parables as recurrent forms in literature, with such readings as tales from Aesop & Grimm, Chaucer & Shakespeare, Kafka & Borges, Buddhist & Taoist parables, the Arabian Nights, and African American folklore."

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

The Justification of 4 units is: The course covers four distinct academic lenses—Historical, Cultural, Sociological, and Humanistic. Expanding the scope to include global "texts" (Asian, African, and Indigenous narratives) and modern digital media (gaming, film, graphic novels) necessitates more contact hours to ensure students can synthesize these complex relationships.

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4
- Lec Hrs: 4
- Lec Load: .089

- Seat Ct: 35
- (mkct 05/08/2026)

Req/Adv**Prerequisite(s):**

None

Corequisite(s):

None

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

Methods of evaluation 2- Short written response papers/journal entries which will require the student to demonstrate the ability to integrate and summarize ideas and theories from lecture, reading, viewing, listening, and participatory assignments and translate them into fundamental units of knowledge which will be evaluated based on extent of mastery of the course objectives. These formulated responses will provide the foundation for in-class collaborative discussion about student experiences, perspectives, and emerging understanding.

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

Assignments (point 1)- Comparative Textual Analysis : This is the core of the humanities experience. Evaluations focus on the student's ability to distinguish and compare different versions of the same narrative "type" (e.g., the Cinderella or Trickster motifs). To align with the requirements of EWRT 1A/1AH or ESL 5, this objective ensures that students can move beyond a surface-level reading of fairy tales to engage with them as sophisticated cultural and rhetorical explorations.

Objective 2: Compose essays drawn from personal experience and assigned texts.

Objective 4- Evaluate the impact of globalization on the transmission of stories, examining how cross-cultural exchange and modern economies influence the "re-authoring" of traditional myths.

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

Assignments (point 3)- Evaluation of Modern Media and Globalization: This pillar assesses the student's ability to recognize fairy tale structures in the digital age and global economies. The Goal: To analyze how corporate entities (like Disney) or digital platforms (gaming and social media) commodify and redistribute ancient folk motifs. For a humanities course that relies on diverse global sources and modern media "texts," Objective 3 ensures that students can navigate the ethical and technical requirements of academic scholarship.

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

Objective 2- This objective ensures that students' critical insights into global folklore are communicated with the clarity and professional rigor expected at the UC and CSU levels.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Objective 3- Deconstruct the "texts" of popular culture to evaluate how traditional narratives construct and reinforce social identities, specifically regarding gender, race, and class. Objective 5- Synthesize humanistic theories to explain why fairy tales remain a primary "symbolic language" for navigating complex human experiences such as trauma, justice, and the transition to adulthood.

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

In this course, fairy tales are treated as vessels of meaning, stories that guide many of us through childhood while shaping our developing sense of identity, gender, and sexuality [they] continue to mirror the cultural and social values of the modern world. The scope extends across various media, treating modern digital and visual culture as a shared symbolic language. The discipline is defined by moving beyond "Disney-fied" narratives to understand the socio-political "DNA" of storytelling

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.)

The course establishes written proficiency as the course develops three key skills by pulling from its core structure. Written communication is built as students "synthesize complex primary and secondary texts into cohesive, evidence-based essay compositions" (Methods of Evaluation). Oral communication is practiced through "structured 'Dialogues in Diversity' and research projects that analyze a non-Western lore's unique definition of the supernatural" (Assignments). Finally, collaborative exercises are fostered by the course's goal to have students "collaboratively imagine a more equitable future through the universal language of the Fantastic". a core competency through the synthesis of primary and secondary sources into academic arguments.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

The course stimulates critical thinking by requiring students to move beyond surface-level reading to a deeper "deconstruction of how humanity uses the language of the Fantastic to navigate real-world issues" (Outline). This analytical rigor is practiced as students "demonstrate advanced proficiency in critical literacy and academic discourse by synthesizing complex primary and secondary texts into cohesive, evidence-based essay compositions" (Methods of Evaluation). Furthermore, students must apply high-level inquiry to "analyze a non-Western lore's unique definition of the supernatural" within "structured 'Dialogues in Diversity'" (Assignments), forcing them to challenge their own cultural assumptions. By treating these narratives as "vessels of meaning", the curriculum ensures that students are constantly evaluating how stories "shape our developing sense of identity, gender, and sexuality".

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.)

A course on global fairy tales naturally incorporates diverse perspectives by examining how stories reflect the gender roles, cultural values, and societal structures of the communities that create and retell them. Through comparative analysis, students explore how different cultures portray themes such as power, justice, family, and transformation, and how these portrayals shift across time and geography. The course highlights contributions from a wide range of storytellers—including women, Indigenous communities, diasporic groups, and marginalized voices whose narratives challenge dominant versions of well-known tales. By studying variations in character roles, moral lessons, and symbolic imagery, students gain insight into how fairy tales encode cultural norms and resist or reinforce social expectations. This approach encourages a deeper understanding of how gender, culture, and societal values shape the global storytelling tradition and continue to influence contemporary adaptations.

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

A course on global fairy tales gains depth and relevance when students explore the stories within their broader global and historical contexts. By tracing tales across continents and centuries, the course highlights how similar narrative patterns—such as quests, magical helpers, or transformations emerge in cultures that never interacted directly, revealing shared human concerns about morality, survival, and identity. At the same time, students examine how specific historical conditions shaped local variations: how trade routes spread stories across regions, how colonial encounters altered or suppressed indigenous narratives, and how migration carried tales into new cultural landscapes where they evolved again. Situating fairy tales within these global and historical frameworks helps students understand them not as isolated fantasies, but as dynamic cultural artifacts shaped by real social forces, historical events, and cross-cultural exchanges that continue to influence storytelling today.

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.)

In this course, students connect global fairy-tale traditions to real-world contexts through hands-on activities that illuminate how stories function across cultures. Assignments may include analyzing contemporary adaptations in film, animation, and digital media to see how traditional tales continue to shape modern storytelling practices. Students might also participate in creative workshops where they reinterpret a tale using the narrative techniques of a different culture, allowing them to experience how themes like magic, transformation, and morality shift across social contexts. Group projects can involve comparing community-based storytelling traditions such as oral histories, folktale festivals, or immigrant storytelling archives to highlight how fairy tales remain active cultural tools for teaching values, preserving identity, and expressing collective memory. These applied activities help students understand fairy tales not as distant artifacts, but as living narratives that continue to influence global cultures today.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Upon successful completion of the course, students will demonstrate increased knowledge of key concepts in the discipline, along with the skills and abilities needed to analyze, interpret, and communicate ideas effectively. Students will develop the capacity to apply course content to real-world contexts, evaluate diverse perspectives, and engage in informed discussion. They will also strengthen foundational academic skills such as critical thinking, written and visual analysis, and the ability to support claims with evidence.
4/10/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Yes, To support equitable learning, this course uses primary texts and references that follow universal design principles, including accessible language, clear explanations of technical terms, and contextual framing. Materials represent a diversity of authors, cultural perspectives, and contemporary debates to ensure that students encounter a broad and inclusive range of viewpoints. The authors on the list of books are diverse in their cultural identities and their gender roles. The books are also current in their exploration of recent theories and events.

4/10/2026	Specifications	Assignments	Suggested	<p>Thanks for this list of assignments. Do assignments do one or more of the following: (1) Encourage students to connect course content to their own life, background, and experiences; (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.</p> <p>For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.</p>	<p>Yes the assignments do encourage students to apply and generalize core concepts from the course curriculum into their academic learning and life skills. Assignments are designed for students to revise their work and rewrite when needed. Peer review and and self reflection are parts of discussion boards that bring collaboration, connection and community building aspects to the classroom. This process supports growth, improves learning outcomes, and encourages students to refine their thinking and communication.</p>
4/10/2026	Specifications	Methods of Evaluation	Suggested	<p>For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.</p>	<p>Instructors will provide examples of successful student work, when possible and appropriate, to clarify expectations and support equitable understanding of assignment requirements.</p>

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/28/26	Outline	Course Outline	Required	<p>Per the eLumen manual, the objectives from the course objectives tab must match the first main on the course outline, with all additional points supporting the course objectives. So instead of your first point in the outline being " Foundations and Evolution" it should be "Analyze the historical evolution of fairy tales from their roots in oral folk traditions to their modern iterations in print, film, and digital media. ", taken directly from the objectives.</p>	<p>I made the changes as recommended, in the course outline and matched it with the course objectives. The language from course objectives is reflected in the course outline sub topics.</p>

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/3/26	Matrix A		Required	<p>Please indicate where the skills/activities/assignments you have listed under these objectives can be found in eLumen. (This material should come from the Assignments, Methods of Evaluation and/or the Course Outline.)</p>	<p>Y I made the revisions to matrix A as per the recommendations.</p>

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/26	Basic Course Information	Proposed Details - Attachments	Required	<p>Please upload your Online and Hybrid Course Delivery forms as .pdf files in the attachments.</p>	<p>Y I uploaded the Online and Hybrid modality course delivery forms.</p>

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

The outline section is still not formatted correctly; there are more subpoints than there are objectives, but I'm moving it on to make it through the stages

CO
Sort ID (00 < 10; 0 < 100) No Value
Course Status No Value
Course Characteristics No Value
Cross-Listed/Related Course Information No Value
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) No Value
Curriculum Office Notes No Value

De Anza College

Course Outline of Record Report

05/08/2026

HUMID004. : Beyond Borders: Migrant Experiences in Art

General Information

Faculty Initiator:	• Mona Rawal
Attachments:	Hybrid_HUMI_4_2027F.pdf Online_HUMI_4_2027F.pdf
Course ID (CB01A and CB01B) :	HUMID004.
Short Course Title:	No value
Course Title (CB02) :	Beyond Borders: Migrant Experiences in Art
Department:	HUMI - Humanities
Effective Term:	Fall 2027
TOP Code (CB03) :	(1599.00) Other Humanities
CIP Code:	(24.0199) Liberal Arts and Sciences, General Studies and Humanities, Other.
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course invites students on an interdisciplinary journey through the powerful creative works born from human displacement. By exploring a diverse range of media from traditional paintings and literature to films, documentaries, modern digital arts and journalism, we will examine the cultural, social, and political forces shaping global migration. This course goes beyond headlines to investigate how art serves as a tool for resilience and a profound expression of the human condition, helping us understand how individuals and communities navigate and respond to the humanitarian crises of our time.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Humanities
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - HUMANITIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

Proposing "Beyond Borders: Migrant Experiences in Art" is justified by the urgent need for an interdisciplinary framework that addresses one of the most defining global phenomena of the 21st century through a Humanistic lens. While social sciences often quantify migration through statistics and policy, this course centers the subjective human condition, utilizing paintings, literature, music, and digital media to illuminate the resilience and cultural shifts inherent in displacement. By evaluating how artists from diverse backgrounds respond to humanitarian crises, students develop cross-cultural empathy and critical thinking skills necessary to navigate a globalized society. Furthermore, the course directly aligns with the humanities' mission to explore identity, power, and social justice, providing students with the rhetorical tools to analyze how artistic expression can both reflect and subvert the political dimensions of global immigration. Also Bay area is a hub for migrant population and students will benefit from such a course that talks about migrant experiences through art. It brings identity and purpose in student's perspective.

Stand-Alone Statement

Stand-Alone Statement

Beyond Borders explores the migrant experience not as a political statistic, but as a profound catalyst for artistic innovation and a testament to the enduring resilience of the human spirit.

Course Philosophy

Course Philosophy

The philosophy of "Beyond Borders: Migrant Experiences in Art" is rooted in the belief that artistic expression serves as the most profound record of the human condition, transforming the abstract politics of displacement into a shared visual and auditory language. By centering the phenomenology of the migrant, their lived experiences of loss, resilience, and reconstruction, the course moves beyond statistical data to foster radical empathy and a deeper understanding of global citizenship. It posits that creativity in the face of crisis is an existential act of resistance and agency, asserting that the stories of those who cross borders are not peripheral, but are central to understanding the modern identities and interconnected cultural landscapes of our contemporary world.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

This course integrates Diversity, Equity, and Inclusion (DEI) by centering the lived experiences of displaced individuals, intentionally shifting the academic focus from Western-centric art history to the foundational contributions of creators from the Global South, Middle East, and Asia. By analyzing artistic expression through an intersectional lens, students examine how factors like race, gender, and socioeconomic status shape a migrant's journey, transforming the narrative from one of passive "victimhood" to one of resilience and cultural agency. Furthermore, the curriculum utilizes inclusive pedagogy by validating ancestral knowledge and personal family histories as legitimate scholarly sources, ensuring that students from all linguistic and cultural backgrounds, including first-generation and ESL learners see their own identities reflected and valued within the humanities.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

De Anza GE

Area(s)

Status

Approval Date

End Date

-

2G3X

De Anza GE Area
3 - Arts and
Humanities

Pending

No value

No value

No - defined.

Cal-GETC

Area(s)

Status

Approval Date

End Date

-

CA3A	Cal-GETC Area 3A - Arts	Pending	No value	No value	No - defined.
CA3B	Cal-GETC Area 3B - Humanities	Pending	No value	No value	

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

UC Irvine Art 1A.

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Lectures and visual aids
 Discussion/brainstorming of assigned readings from texts
 Online discussion boards facilitated by instructor.
 In-class essays/papers/presentations
 In-class exploration of scholarly journals and Internet open sources to analyze migration data and access art works of global artists
 Guest speakers
 Collaborative learning and small group exercises on projects
 Field observations and visits to art galleries and art museums, analyzing documentaries and theatrical performances to explore human condition in the face of migration.

Assignments

- Reading assignments from a minimum of one college-level, book length text. Reading assignments from reserve, in-class, online, and student identified "texts" of varied length and number, with the intended purpose of providing student access to primary documentation from which they can develop their own conclusions.
- Visual & Narrative Analysis (The "Humanistic Lens"): These assignments focus on the student's ability to "read" an object of art as a historical and emotional document. Formal Analysis Paper: A close reading of a single work (e.g., a painting by Marc Chagall or a photograph by Dorothea Lange) focusing on how visual elements convey the trauma or hope of displacement.
- Research & Contextualization These projects connect individual artistic expression to broader global movements and power structures. Artist Case Study: A research project on a contemporary migrant artist (e.g., Ai Weiwei or Salcedo), mapping their work against the specific political or social crises that prompted their displacement.
- Digital Storytelling / Podcast: Students produce a 5-minute audio or video essay interviewing a local community member about their "aesthetic" connection to their place of origin (music, clothing, decor). Social Media Critique: An analysis of how migrant crises are "visualized" on platforms like Instagram or TikTok, evaluating the ethics of representing human suffering in a digital economy.
- Discussion Boards: students can be tasked with "hosting" a thread where they post a specific artwork or news article related to migration and moderate the ensuing dialogue. This approach shifts the assignment from a static response to a dynamic social practice, mirroring how art and

information circulate in the digital age.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Two essay format/subjective midterm examination/s and one two-hour comprehensive essay/subjective final examination, all of which are composed of concept-based questions which will require the student to demonstrate the ability to integrate and summarize ideas and theories from lecture, reading, viewing, listening, and participatory assignments and translate them into fundamental units of knowledge which will be evaluated based on extent of mastery of the course objectives
- B. Short written response papers/journal entries which will require the student to demonstrate the ability to integrate and summarize ideas and theories from lecture, reading, viewing, listening, and participatory assignments and translate them into fundamental units of knowledge which will be evaluated based on extent of mastery of the course objectives. These formulated responses will provide the foundation for in-class collaborative discussion about student experiences, perspectives, and emerging understanding.
- C. Research project writing assignment with visual components (with a preliminary outline and rough draft) and/or a series of experiential projects, a completed set of response paragraphs, and completed visual project/s; all the above demonstrate the student's growth in interpreting and synthesizing the data contained in the artifacts of popular culture as well as in evaluating these artifacts using the disciplines and values traditionally ascribed to the Humanities. Students will present research findings with visual images and/or will share discoveries/outcomes from projects to the class for collaborative feedback and discussion.
- D. Final Term paper on a topic from the course outline or an issue relevant to the course (for 2000 words).

Essential Student Materials/Essential College Facilities

Essential Student Materials

- Access to a computer is essential.

Essential College Facilities

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Natalya Din-Kariuki, Subha Mukherji, and Rowan Williams	Crossings: Migrant Knowledges, Migrant Forms	Punctum Books	1st Edition, 2025 (Specifically October 3, 2025)	ISBN-13 (Paperback): 978-1-68571-280-8 ISBN-13 (PDF/E-book): 978-1-68571-281-5

Ai Weiwei

Human Flow: Stories from the Global Refugee Crisis	Princeton University Press	2020/ 1st edition	ISBN-13: 978-0691199344	
Dina Nayeri	The Ungrateful Refugee: What Immigrants Never Tell You	Publisher: Catapult	2019	ISBN-13: 978-1948226424
Various Contributors (Openly Licensed via Lumen Learning / SUNY)	Believe: A Humanities Course (The Human Experience)- OER Free for students	Lumen Learning	Year: 2023 (Digital Edition regularly updated)	ISBN: N/A (Digital OER typically use DOI or persistent URLs)
Catherine Dauvergne	Immigration and Belonging: A Companion to Study- OER Free for students.	UBC Press	2023	ISBN-13: 978-0774868785 (Open Access Edition)
Suggested Reading List				
No Value				

Learning Outcomes

Course Objectives

Engage in critical, creative, and independent thinking while applying the lens of human condition in reviewing artistic expressions on migration. Stimulate curiosity about intellectual and artistic life.

Develop an ability to contribute new perspectives to the study of migration by applying critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.

Plan, organize, and carry out research projects on artistic expressions of human mobility, as well as demonstrate the skills necessary to connect and communicate theoretical knowledge of historical works of art and culture in migration studies

Analyze technological epoch as an instrument to generate awareness of human experiences regarding loss and resilience.

Cultivate a theoretical and practical understanding of the ways in which different visual media (including artistic practices) has been used and reproduced as tools in the fight for and represent immigration reform.

Examine case studies that exemplify the ways different groups have used their positioning within society (in regards to status, gender, sexuality) together with creative uses of media and arts in order to influence policy and public opinion.

Develop the skill of learning and responding to new ideas and challenges, thereby thinking through moral and ethical problems to examine one's own assumptions. Improve both oral and written communication, especially through critical reading and analysis of stories from migrant art, literature, films, and media platforms.

Explore how artistic expressions emerging from migration experiences reflect and challenge issues of race, religion, gender, sexuality, and multicultural identity. Through interdisciplinary analysis, students will examine how art responds to histories of displacement and violence while engaging broader conversations about social justice and the cultural politics of movement across borders.

CSLOs

Analyze how visual, literary, digital and performative arts represent the personal and collective experiences of migration, exile, and displacement across cultural and historical contexts. Expected SLO Performance: 0.0

Evaluate the role of art as a tool for activism, empathy, and resistance in addressing humanitarian crises, forced migration, and border politics. Expected SLO Performance: 0.0

Explore the representation of trauma and human displacement through artistic media, with particular emphasis on the documentary film *The Human Flow* as a case study in visual storytelling, migration, and global crisis. Expected SLO Performance: 0.0

Reflect critically on the responsibilities and limitations of artists, audiences, and scholars in engaging with stories of challenge and resilience, particularly when representing marginalized or displaced populations. Expected SLO Performance: 0.0

Synthesize critical thinking, imaginative, cooperative and empathetic abilities with cultural humility, in order to contextualize knowledge and make meaning. Expected SLO Performance: 0.0

Outline

Course Outline

A. Engage in critical, creative, and independent thinking while applying the lens of human condition in reviewing artistic expressions on migration.

Explore an introduction to the phenomenon of Migration and it's global history.

Introduction to the history of human migration and immigration

1. What is migration/immigration? Definitions, theories and perspectives
2. Types of migrations: Invasion, conquest, colonization, and emigration/immigration
3. (Cohen's) Theories of Migration (nine key thematic "dyads" in migration studies): Professional and unskilled, compelled and voluntary, settler and temporary, internal and international, and illegal and legal; impetus and effects of human migration
4. Global histories in migration: Latin-American, Asian, African, Southern Europe, and Middle Eastern migration chronicles
5. Political, economic, religious, and psychological frameworks in migration

B. Develop an ability to contribute new perspectives to the study of migration by applying critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.

Race, religion, ethnic diversity and group perceptions in migrant art (music, painting, and sculpture)

1. Ethnicity bias in host communities
2. Public art and racial equity
3. Black communities in new lands and slavery
4. Intercultural communication
5. Dialogues in "adversity from diversity" - dialogues in racial justice from the lens of diversity

C. Analyze technological epoch as an instrument to generate awareness of human experiences regarding loss and resilience.

Multiculturalism, indigenous communities, and diaspora values in performing arts

1. Trans-nationalism
2. Alienation, identity, and belonging
3. Immigrant integration, community development, social attitudes, socio-economic stratification

D. Cultivate a theoretical and practical understanding of the ways in which different visual media (including artistic practices) has been used and reproduced as tools in the fight for and represent immigration reform.

Violence and human rights in photography and digital media

1. Conflicts and violence: Representations of the "Other's Syndrome"

- 2. Human rights: A right to reform
- 3. Laws, policies, and protection
- 4. Dispossession and indigeneity
- 5. The visual accounts of contemporary immigrant artists in technological communities and digital media (Jacob Riis and Lewis Hine)

E. Gender, family, and sexuality in literature and electronic agencies

- 1. Discrimination and socio-psychological co-relates
- 2. LGBTQ+ art and activism
- 3. Women studies in refugee camps through novels and poems

F. Examine case studies that exemplify the ways different groups have used their positioning within society (in regards to status, gender, sexuality) together with creative uses of media and arts in order to influence policy and public opinion.

Immigrant impressions in performing arts (critical account of the way in which themes of the course are addressed in films and digital media)

. Films in review may include: The Immigrant, The Godfather, Ai Weiwei, Human Flow, Philippe Lioret, Welcome, Crouzillat and Toura, The Messengers, Sidibé and Siebert, Those Who Jump, Audiard, Dheepan, Dirty Pretty Things, Fear Eats the Soul, Exodus.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

n/a

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4
- Lec Hrs: 4
- Lec Load: .089
- Seat Ct: 35
- (mkct 05/08/2026)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

Objective 1- Engage in critical, creative, and independent thinking while applying the lens of human condition in reviewing artistic expressions on migration. Stimulate curiosity about intellectual and artistic life while exploring the linguistic style used in expressing migration.

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

Assignment 1- Reading assignments from a minimum of one college-level, book length text. Reading assignments from reserve, in-class, online, and student identified "texts" of varied length and number, with the intended purpose of providing student access to primary documentation from which they can develop their own conclusions.

Objective 2: Compose essays drawn from personal experience and assigned texts.

Assignments 2- Formal Analysis Paper: A close reading of a single work (e.g., a painting by Marc Chagall or a photograph by Dorothea Lange) focusing on how visual elements convey the trauma or hope of displacement.

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

Objective 3- Plan, organize, and carry out research projects written in formal writing style, on artistic expressions of human mobility, as well as demonstrate the skills necessary to connect and communicate theoretical knowledge of historical works of art and culture in migration studies

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

Assignment 3- Artist Case Study: A research project on a contemporary migrant artist (e.g., Ai Weiwei or Salcedo), mapping their work against the specific political or social crises that prompted their displacement. Assignment 2- Visual & Narrative Analysis (The "Humanistic Lens"): These assignments focus on the student's ability to "read" an object of art as a historical and emotional document. Formal Analysis Paper: A close reading of a single work (e.g., a painting by Marc Chagall or a photograph by Dorothea Lange) focusing on how visual elements convey the trauma or hope of displacement.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

Objective 7- Explore how artistic expressions emerging from migration experiences reflect and challenge issues of race, religion, gender, sexuality, and multicultural identity. Through interdisciplinary analysis, students will examine how art responds to histories of displacement and violence while engaging broader conversations about social justice and the cultural politics of movement across borders.

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

A core pillar involves analyzing "The Other's Syndrome" and "Racial Justice," evaluating how power structures and technology influence the perception of migrant communities. The scope shifts from raw data to the subjective human experience, specifically investigating how "Alienation, identity, and belonging" are expressed through diverse artistic media that bring out the human condition as symbolized in art and literature.

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.)

The inclusion of "Dialogues" as a specific sub-unit in Section 2.e indicates a requirement for verbal exchange and structured oral participation regarding sensitive topics like racial justice. Section 6 implies a "Critical Account" of films, which in a humanities setting typically involves oral presentations or seminar-style reviews. The study of "novels and poems" inherently requires written literary analysis. Furthermore, the "critical account" of films and digital media (Section 6) serves as the primary vehicle for formal academic writing, requiring students to synthesize course themes into a cohesive written narrative. The focus on "Community development" and "Public art" (Sections 3.c and 2.b) provides the framework for collaborative projects. In a humanities discipline, analyzing "Public Art" often involves group fieldwork or collective "Dialogues" (as mentioned in 2.e) where students must work together to evaluate how diversity impacts local societal structures. Students engage in structured Dialogues on racial justice and provide oral Critical Accounts of cinematic works. Students produce analytical responses to Global Literature (poetry/novels) and formal written reviews of performing arts.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Students will evaluate a migration event not just as a "move," but as a collision of economic necessity, religious identity, and psychological trauma. Using Cohen's Dyads, students must argue why certain migrations (like "voluntary" economic moves) might actually be "compelled" by systemic poverty, breaking down traditional legal definitions. Students must identify how photography and digital media can either humanize an individual or create the "Other's Syndrome"—a psychological distancing that justifies exclusion or violence.

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.)

The course explicitly moves beyond a monolithic "immigrant" experience by centering the specific histories of Black, Latin-American, Asian, and Middle Eastern communities. By dedicating an entire module to Women and LGBTQ+ perspectives, the curriculum acknowledges how gender and sexuality fundamentally alter the migration journey and subsequent social integration. The inclusion of Indigenous dispossession and diaspora values ensures that the "discipline" of migration studies is viewed through the lens of those being moved, rather than just the host country's statistics.

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

The course provides a comprehensive global framework by specifically tracing migration "chronicles" across five major world regions (Latin America, Asia, Africa, Europe, and the Middle East). It contextualizes modern movement within historical structures of colonization, conquest, and slavery, ensuring students understand that migration is often a byproduct of historical state-level violence. By comparing 19th-century social reformers like Jacob Riis with contemporary refugee camp literature, the course tracks how the "human story" of migration has been recorded and preserved across different eras and technologies.

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.)

Students move from theoretical definitions to the practical study of photojournalism and digital media, analyzing how specific historical figures (Riis and Hine) used technology to document urban migration and labor in real-time. By examining Public Art, the course provides

a tangible context for how migration and racial equity are manifested in physical spaces (neighborhoods, city centers, and monuments) rather than just in textbooks. Section 6 in course objectives functions as a hands-on critical workshop where students apply course frameworks to a curated list of modern cinema and documentaries, evaluating how global migration is "packaged" and consumed by the public.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2026	Basic Course Information	Course Description	Suggested	Consider very minor revisions to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Yes, To support equitable learning, this course uses primary texts and references that follow universal design principles, including accessible language, clear explanations of technical terms, and contextual framing. Materials represent a diversity of authors, cultural perspectives, and contemporary debates to ensure that students encounter a broad and inclusive range of viewpoints. The authors on the list of books are diverse in their cultural identities and their gender roles. The books are also current in their exploration of recent theories and events.
4/10/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do any assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	Yes the assignments do encourage students to apply and generalize core concepts from the course curriculum into their academic learning and life skills. Assignments are designed for students to revise their work and rewrite when needed. Peer review and and self reflection are parts of discussion boards that bring collaboration, connection and community building aspects to the classroom. This process supports growth, improves learning outcomes, and encourages students to refine their thinking and communication.
4/10/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Instructors will provide examples of successful student work, when possible and appropriate, to clarify expectations and support equitable understanding of assignment requirements.

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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04/28/26	Outline	Course Outline	Required	<p>Per the eLumen user manual, the course objectives should be duplicated and used as the first subpoint (upper-alpha "A", "B", "C", etc.) of the course outline, with all course content supporting the learning objectives. If you need assistance with this, please contact Bob Singh (singhsukhjit@fhda.edu) or your Division Representative, Danielle Vlahos (vlahosdanielle@fhda.edu).</p> <p>When I'm reading this course, I can easily see it approved for humanities (3B), but I don't see as much of a 3A: Arts course. This isn't a bad thing, but since ICAS is moving away from giving courses multiple Cal-GETC area approvals, I wanted to let you know that this seems solidly a Humanities course. While the course uses art as a medium to focus on the human condition, but it does not go in to aesthetics, art theory or criticism, or the evolution of the medium. This observation does not require change on the COR, I just wanted to bring it up, because my assumption is that the 3A component is not strong enough to warrant approval, but it seems like a solid Humanities course</p>	<p>I added a course objective to align with the course outline.</p> <p>I took your suggestion and added a sentence to make a case for 3A, in the course objectives.</p>
04/28/26	Outline	Course Outline	Suggested	<p>per the eLumen user manual, the course objectives listed in the Course Objectives section should be the main subpoints (upper-alpha "A", "B", etc.) of the Course Outline section, so that all of the content is structured in a way that supports the learning objectives. This means that the first point of the course outline should not be "A. Introduction to the history of human migration and immigration", it should be "A. Engage in critical, creative, and independent thinking while applying the lens of human condition in reviewing artistic expressions on migration. Stimulate curiosity about intellectual and artistic life." If you need assistance with this, please contact Bob Singh (singhsukhjit@fhda.edu) or your Division Representative, Danielle Vlahos (vlahosdanielle@fhda.edu).</p>	<p>I changed the course outline based on the course objectives as per your recommendation.</p>
04/29/26	Outline	Course Outline	Required	<p>Per the eLumen user manual, the course objectives should be duplicated and used as the first subpoint (upper-alpha "A", "B", "C", etc.) of the course outline, with all course content supporting the learning objectives. This means that instead of the first subpoint of the outline being "A. Introduction to the history of human migration and immigration", it should be "A. Engage in critical, creative, and independent thinking while applying the lens of human condition in reviewing artistic expressions on migration. Stimulate curiosity about intellectual and artistic life." If you need assistance with this, please contact Bob Singh (singhsukhjit@fhda.edu) or your Division Representative, Danielle Vlahos (vlahosdanielle@fhda.edu).</p>	<p>I changed the course outline, so as to align it with the course objectives.</p>

Stage 5: De Anza General Education

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/1/26	Specifications	Essential Student Materials	Recommended	Do need to list access to a computer as this is a requirement for all courses.	Y I wrote about the requirement of access to a computer.

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Matrix A	all that apply	Required	Please complete for your English advisory	Y I completed Matrix A

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/26	Basic Course Information	Proposed Details - Attachments	Required	Please upload your Online and Hybrid Course Delivery forms as .pdf files in the attachments.	Y I uploaded the Online and Hybrid modality course delivery forms.

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

05/08/2026

HUMID012. : Ethics in Artificial Intelligence

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Mona Rawal
Attachments:	<p>Hybrid_HUMI_12_2027F.pdf</p> <p>Online_HUMI_12_2027F.pdf</p>
Course ID (CB01A and CB01B) :	HUMID012.
Short Course Title:	No value
Course Title (CB02) :	Ethics in Artificial Intelligence
Department:	HUMI - Humanities
Effective Term:	Fall 2027
TOP Code (CB03) :	(1599.00) Other Humanities
CIP Code:	(24.0199) Liberal Arts and Sciences, General Studies and Humanities, Other.
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	<p>'Ethics in AI' invites students to explore the ethical questions surrounding artificial intelligence from a philosophical and humanistic perspective. It investigates the complex moral challenges raised by AI technologies, including algorithmic bias, questions about machine consciousness, ethical reasoning in machine learning systems, and the broader social consequences of automation. As artificial intelligence transitions from science fiction to the foundational architecture of our reality, we need to confront the "ghost in the machine." Can a string of code possess moral agency? When an algorithm errs, who is held to account? From the life-and-death calculations of autonomous vehicles to the shifting boundaries of human creativity and intellectual property, the course will engage in "Dialogues in Diversity" designed to sharpen critical literacy. Using major philosophical theories and a humanistic lens as our foundation, the course examines real-world AI practices, evaluates competing ethical models designed to deepen understanding of AI's moral and societal implications. We are not just studying the future; we are collaboratively defining the ethical boundaries of human flourishing in an automated world.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • Humanities
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> • FHDA FSA - HUMANITIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

As Artificial Intelligence increasingly mediates human communication, labor, and creativity, it falls reasonably within the domain of the Humanities to provide the necessary philosophical scaffolding to interrogate the "desirability" of these systems rather than just their technical feasibility. This course addresses the urgent need for Ethical Intelligence by utilizing classical frameworks such as Deontology, Utilitarianism, and Virtue Ethics to deconstruct modern dilemmas including algorithmic bias, digital surveillance, and the automation of human agency. By centering the lived experiences of marginalized communities disproportionately impacted by "black box" technologies, the curriculum aligns with institutional Diversity, Equity, and Inclusion (DEI) goals, transforming the study of algorithms into a critical investigation of social justice and human dignity. Ultimately, this course bridges the gap between STEM and the Liberal Arts, preparing students to serve as the "moral compass" in a tech-driven economy where the definitions of authorship, privacy, and personhood are being radically redefined.

Stand-Alone Statement

Stand-Alone Statement

As AI transforms labor and creativity, this course provides the philosophical tools to interrogate the "desirability" of automated systems. Through the lens of social justice and DEI, students deconstruct algorithmic bias and digital surveillance, preparing to serve as a moral compass in a tech-driven global economy.

Course Philosophy

Course Philosophy

The philosophy of this course is rooted in the conviction that the rapid advancement of Artificial Intelligence is not merely a technical evolution, but a profound shift in the human condition that demands a rigorous, humanistic and philosophical response. We move beyond "technical literacy" to cultivate ethical intelligence, utilizing classical and contemporary philosophical frameworks to interrogate the desirability not just the feasibility of automated systems. By centering social justice and radical empathy, we deconstruct the "black box" of algorithmic bias and digital surveillance, empowering students to serve as a moral compass in a global landscape where the definitions of authorship, privacy, and personhood are being radically redefined.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

This course puts Diversity, Equity, and Inclusion (DEI) at its core by showing that technology is rarely "neutral." Instead of seeing algorithms as objective, we examine how tools like facial recognition and predictive policing can actually reinforce racial, gender, and class biases. By focusing on the voices of marginalized communities and studying the impact of digital surveillance, we turn the study of AI into an act of social justice. Our goal is to empower students with the empathy and tools needed to challenge unfair systems and advocate for technology that protects everyone's dignity and privacy.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Pending	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3B	Cal-GETC Area 3B - Humanities	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

Comparable to UC Berkley's UGBA 39 E

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

Discussion portals facilitated by the instructor

Lectures- Students are taught to critique primary texts

Project based learning

Collaborative exercises and group projects

Guest lectures and interviews are used to support critical analysis of ethical issues in artificial intelligence, with emphasis on evaluating real-world practices through philosophical frameworks.

Field observations (including virtual or in-person site visits) are used as case material for critical examination of ethical questions.

Students apply philosophical theories to the critical analysis of real-world scenarios involving artificial intelligence.

Assignments

Assignments will fall in one of the three larger categories: Deconstructive (analyzing existing systems), Normative (proposing how things should be), and Existential (reflecting on the human condition). Writing essays that focus on Virtue Ethics and Social Justice, asking students to design better rules for the future.

- The "Algorithmic Audit" (Case Study) Students select a real-world AI system (e.g., a hiring algorithm, a facial recognition tool used by local law enforcement, or a social media feed) and "audit" it for bias.
- Journaling: For example using Shannon Vallor's concept of the "AI Mirror," students keep a week-long log of their interactions with generative AI (ChatGPT, Mid journey, etc.).
- Students write a Final Term paper on any issues related to ethics in the age of AI, from the course outline.
- Discussion boards and classroom debates
- Essays on issues related to questions of morality and justice in the usage of technology driven by AI.
- Assignments to demonstrate understanding of major moral theories and apply those frameworks to real AI-related technological issues. These written tasks will require students to analyze ethical dilemmas, evaluate competing values, and articulate how different theories shape

responsible decision-making in AI contexts.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Discussion boards facilitated by instructor
- B. Assignments based on course learnings
- C. Essays and short text
- D. Classroom participation on debates and presentations
- E. Group projects
- F. Final Term Paper in the form of. a project or a paper for 2000 words
- G. Midterms (2) Two subjective or essay style mid terms (two hours each) and one final exam (two hours)

Essential Student Materials/Essential College Facilities

When taught as an online section, students and faculty need ongoing and continuous internet and email access.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Valor Shanon	The Mirror AI: How to Reclaim Our Humanity in an Age of Machine Thinking.	Oxford University Press	2024, 1st edition	ISBN-13: 978-0197759066 ISBN-10: 0197759068
S. Matthew Liao	Ethics of Artificial Intelligence	Oxford University Press	2020/1st Edition	ISBN-13: 978-0190905033
Nick Bostrom	Superintelligence: Paths, Dangers, Strategies	Oxford University Press	2016/ 1st Edition	ISBN-13: 978-0198739838
Brian Christian	The Alignment Problem: Machine Learning and Human Values	W.W.Norton and company	2021/1st Edition	ISBN-13: 978-0393635829
Multiple authors (published via Springer Nature/OAPEN)	Ethics in Artificial Intelligence-OER Textbook free for students	published via Springer Nature/OAPEN	2023/1st edition	License: CC BY 4.0 (Free to share and adapt)

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Synthesize classical moral theories including Utilitarianism, Deontology, and Virtue Ethics—to evaluate the possibility of "machine consciousness" and the "moral agency" of autonomous systems.

Evaluate the "societal implications of AI" on "marginalized communities" by identifying "algorithmic discrimination and stereotyping" in real-world datasets.

Analyze and synthesize diverse academic texts to construct clear, evidence-based arguments that demonstrate college-level proficiency in reading comprehension and written communication.

Demonstrate formal styles of writing while developing foundational knowledge of artificial intelligence, its emergence, core concepts, and creative potential while critically examining how moral decision-making, social justice, and governance shape the design and deployment of intelligent systems. By engaging with current research and development practices, students will evaluate ethical challenges and envision responsible, equitable futures for AI in society.

Gain an understanding about the definition, evolution and application of AI and how it impacts the human condition in the technological era. What does it mean to be ethical in the usage of AI?

CSLOs

Critically analyze and evaluate ethical dilemmas in artificial intelligence, applying ethical theories and frameworks to real-world AI applications. Expected SLO Performance: 0.0

Demonstrate an understanding of fairness, accountability, transparency, and bias in AI systems and propose ethical solutions to mitigate potential harms in AI development. Expected SLO Performance: 0.0

Develop competency in writing, reading and critical thinking skills by constructing persuasive academic arguments that intersect philosophical inquiry with technological trends, demonstrating advanced critical literacy by critiquing primary texts on the "Digital Age" and AI Expected SLO Performance: 0.0

Evaluate the impact of artificial intelligence on the human condition by examining their effects on society through the lens of identity, agency and social responsibility. Expected SLO Performance: 0.0

Outline

Course Outline

A. Gain an understanding about the definition, evolution and application of AI and how it impacts the human condition in the technological era. What does it mean to be ethical in the usage of AI?

Emergence of Artificial Intelligence

1. Definition of AI
2. The Digital Revolution and AI
3. The Turing Test and Measuring AI Intelligence
4. History of AI

B. Synthesize classical moral theories including Utilitarianism, Deontology, and Virtue Ethics to evaluate the possibility of "machine consciousness" and the "moral agency" of autonomous systems.

Introduction to Ethics in AI

1. Definition of Ethics and Significance in Human Decision-Making
2. Major Ethical Theories
 - o A. Utilitarianism
 - o B. Deontology
 - o C. Virtue Ethics
 - o D. Existentialism
 - o E. Ethical Pluralism
 - o F. Ethical Egoism
3. Ethical Frameworks for AI: Consequentialist vs. Deontological Approaches
4. Ethical Dilemmas
5. Overview of AI and its Ethical Implications

C. Evaluate the "societal implications of AI" on "marginalized communities" by identifying "algorithmic discrimination and stereotyping" in real-world datasets.

Ethical Considerations in AI Research and Development

1. Ethical Guidelines and Principles for AI Research
2. Bias, Equity, and Fairness in AI Algorithms, Models, and Datasets
3. Privacy and Data Protection in AI Systems
4. Transparency and Accountability in AI Decision-Making
5. Responsible AI

D. Analyze and synthesize diverse texts to construct clear, evidence-based arguments that demonstrate proficiency in reading comprehension and written communication.

AI and Moral Decision-Making

1. Moral Agency and Responsibility in AI Systems
2. Autonomous Vehicles and the Trolley Problem
3. Moral Dilemmas in AI Healthcare Applications
4. Ethical Considerations in AI-Driven Decision Support Systems

E. AI and Social Justice

1. Equity and Fairness in AI Applications
2. Algorithmic Discrimination and Stereotyping
3. Ethical Considerations in Protecting Human Rights in the Age of AI
4. Societal Implications: Employment, Inequality, and Democracy
5. Ethical Implications for Marginalized Communities
6. Ethical Design Principles for Promoting Social Justice

F. AI and Creativity

1. AI Applications in Creative Industries
2. Role of AI in Generating, Enhancing, and Distributing Content
3. Data Collection and Usage in Creative Projects
4. Intellectual Property Rights in AI-Generated Works
5. Ownership, Attribution, and Licensing of AI-Created Content
6. Legal Challenges in Determining Authorship and Copyright

G. Ethical Governance of AI

1. Regulation and Policy Frameworks for AI Ethics
2. Diversity and Inclusion in AI Development and Deployment
3. International Perspectives on AI Ethics and Governance
4. Role of Industry, Academia, and Government in Shaping Practices
5. Ethical Considerations in Policy Making and Implementation

H. Ethical Reflection and Future Directions

1. Human Roles in Defining Ethical Boundaries
2. Emotional Intelligence and Empathy in Human Interactions
3. Fostering a Relationship Between AI and Human Flourishing
4. The Evolving Landscape of AI Ethics and Human Values
5. Emerging Technologies (e.g., AGI, Neuro-technology)
6. Ethical Responsibilities of Developers, Researchers, and Users
7. Ethical Activism and Advocacy in the Field of AI

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4
- Lec Hrs: 4
- Lec Load: .089
- Seat Ct: 35
- (mkct 05/08/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

From Objective 4- Develop foundational knowledge of artificial intelligence, its emergence, core concepts, and creative potential while critically examining how moral decision-making, social justice, and governance shape the design and deployment of intelligent systems. By engaging with current research and development practices, students will evaluate ethical challenges and envision responsible, equitable futures for AI in society

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

From Objective 3- Analyze and synthesize diverse academic texts to construct clear, evidence-based arguments that demonstrate college-level proficiency in reading comprehension and written communication.

Objective 2: Compose essays drawn from personal experience and assigned texts.

From Assignments for the course, point 'E' : " Write essays on issues related to questions of morality and justice in the usage of technology driven by AI."

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

From Objective 6- Demonstrate formal styles of writing while developing foundational knowledge of artificial intelligence, its emergence, core concepts, and creative potential while critically examining how moral decision-making, social justice, and governance shape the

design and deployment of intelligent systems. By engaging with current research and development practices, students will evaluate ethical challenges and envision responsible, equitable futures for AI in society.

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

From Assignments, point 'F'- Write assignments to demonstrate understanding of major moral theories and apply those frameworks to real AI-related technological issues. These written tasks will require students to analyze ethical dilemmas, evaluate competing values, and articulate how different theories shape responsible decision-making in AI contexts.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

From Objective 2- Evaluate the "societal implications of AI" on "marginalized communities" by identifying "algorithmic discrimination and stereotyping" in real-world datasets.

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

The discipline of AI Ethics is defined by the application of "major ethical theories (utilitarianism, deontology, virtue ethics, existentialism, ethical pluralism, ethical egoism)" to the "digital revolution and AI" (Outline). Its scope encompasses the technical evaluation of "bias, equity, and fairness in AI algorithms, models, and datasets" alongside the philosophical investigation of "moral agency and responsibility in AI systems" (Outline). Students demonstrate mastery of these concepts by "synthesizing classical ethical theories... to evaluate complex moral dilemmas in emerging AI technologies" (Methods of Evaluation), specifically focusing on real-world challenges such as "autonomous vehicles and the trolley problem" and "algorithmic discrimination and stereotyping" (Outline). Ultimately, the discipline seeks to foster a "relationship between AI and human flourishing" by requiring students to "construct persuasive academic arguments that intersect philosophical inquiry with technological trends" (Outline/Methods of Evaluation).

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.)

The course is structured to develop written communication by requiring students to "construct persuasive academic arguments that intersect philosophical inquiry with technological trends" and "synthesize classical ethical theories... to evaluate complex moral dilemmas in emerging AI technologies" (Methods of Evaluation). Oral communication is fostered through high-level discourse and "ethical activism and advocacy in the field of AI," which is measured as students analyze "autonomous vehicles and the trolley problem" or "moral dilemmas in AI healthcare applications" within a seminar setting (Outline). Finally, collaborative exercises are embedded in the pedagogical goal of "fostering a relationship between AI and human flourishing" and the "role of industry, academia, and government in shaping ethical AI practices," which requires students to engage in "diversity and inclusion in AI development and deployment" as a collective academic effort (Outline).

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

The course stimulates critical thinking by requiring students to move beyond foundational definitions and "synthesize classical ethical theories... to evaluate complex moral dilemmas in emerging AI technologies" (Methods of Evaluation). This analytical rigor is applied to high-stakes scenarios such as "autonomous vehicles and the trolley problem" and "moral dilemmas in AI healthcare applications" (Outline), forcing students to provide "evidence-based arguments for specific courses of action" (Methods of Evaluation). Furthermore, the curriculum demands a deep "reflection on the evolving landscape of AI ethics and human values" and challenges students to define the "role of humans in defining ethical boundaries for AI technologies" (Outline). By treating these issues as more than technical glitches, the course ensures students "construct persuasive academic arguments that intersect philosophical inquiry with technological trends" (Methods of Evaluation).

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.)

The course is built upon a deliberate inclusion of diverse perspectives, treating AI ethics not just as a technical challenge but as a reflection of "human values" and "societal implications" (Outline). Diversity and culture are formally integrated through the study of "international perspectives on AI ethics and governance" and the examination of "ethical implications of AI for marginalized communities" (Outline). Gender and societal perspectives are further addressed by requiring students to analyze "bias, equity, and fairness in AI algorithms, models, and datasets" and the prevalence of "algorithmic discrimination and stereotyping" (Outline). Students demonstrate their grasp of these values by "proposing ethical solutions to mitigate potential harms in AI development" and applying "ethical design principles for promoting social justice" (Methods of Evaluation/Outline).

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

The course provides global and historical context by establishing a foundation in the "history of AI" and "the digital revolution" (Outline). This historical grounding is used to analyze how "classical philosophical inquiries" intersect with "contemporary technological trends" (Methods of Evaluation). The curriculum explicitly expands into a global scope by examining "international perspectives on AI ethics and governance" and the "societal implications of AI technologies on employment, inequality, and democracy" (Outline). Furthermore, students are required to evaluate the "evolving landscape of AI ethics and human values" (Outline), ensuring that the "emerging AI technologies" (Outline) are understood as part of a continuous historical and cultural narrative rather than isolated technical events.

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.)

The course bridges theoretical study and practical application by centering on "real-world AI applications" and "emerging AI technologies" (Methods of Evaluation/Outline). Students engage in hands-on application by analyzing high-stakes scenarios such as "autonomous vehicles and the trolley problem" and "moral dilemmas in AI healthcare applications" (Outline). This practical context is further developed through the evaluation of "bias, equity, and fairness in AI algorithms, models, and datasets" and the study of "AI applications in creative industries" (Outline). To demonstrate mastery, students must "design a comprehensive mitigation strategy" for algorithmic risks and "propose ethical solutions to mitigate potential harms in AI development" (Methods of Evaluation). By exploring these "societal implications of AI technologies on employment, inequality, and democracy" (Outline), the curriculum ensures that philosophical concepts are grounded in the functional realities of the modern world.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Yes, the primary texts do meet the universal design course standards because the books have inclusive language and they do have glossary of terminologies that help explain core concepts in the discipline. The authors on the list of books are diverse in their cultural identities and their gender roles. The books are also current in their exploration of recent theories and events. To support equitable learning, this course uses primary texts and references that follow universal design principles, including accessible language, clear explanations of technical terms, and contextual framing. Materials represent a diversity of authors, cultural perspectives, and contemporary debates to ensure that students encounter a broad and inclusive range of viewpoints.
4/10/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. I believe the answer is yes, but do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. Also, do any assignments Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If not appropriate, that's fine, just let me know in the Initiator response box.	Yes the assignments do encourage students to apply and generalize core concepts from the course curriculum into their academic learning and life skills. Assignments are designed for students to revise their work and rewrite when needed. Peer review and and self reflection are parts of discussion boards that bring collaboration, connection and community building aspects to the classroom. This process supports growth, improves learning outcomes, and encourages students to refine their thinking and communication.
4/10/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Instructors will provide examples of successful student work, when possible and appropriate, to clarify expectations and support equitable understanding of assignment requirements.

Stage 4: Articulation Officer

04/27/26	Outline	Course Outline	Required	<p>in the eLumen User Manual, it is required that the course objectives match the first subtopics in the course outline (upper-alpha, "A", "B", etc...), so that all of the content is designed to support the objectives. Please restructure your course so that the Objectives are the first subpoint of the course outline; If there is content that does not fit under an objective, you may need to add additional objectives as well. If you need assistance with this, please contact Bob Singh (singhsukhj@fhda.edu) or your Division Representative, Danielle Vlahos (vlahosdanielle@fhda.edu)</p> <p>Because career focus and professional skill-building is not allowed to earn GE credit, I have some concerns about E, F, and G where they are doing fieldtrips to AI industries, getting lectures from professionals in AI, and moving away from theory. I am concerned that this will be seen as career development as opposed to maintaining focus on theory and philosophical analysis. Some suggestions might include ""Students apply philosophical theories to the critical analysis of real-world scenarios involving artificial intelligence." for G. We do not want to indicate that we are moving away from theory to make it more applied for a GE course. Same with E and F; maybe something like E. "Guest lectures and interviews are used to support critical analysis of ethical issues in artificial intelligence, with emphasis on evaluating real-world practices through philosophical frameworks" and F. "Field observations (including virtual or in-person site visits) are used as case material for critical examination of ethical questions"</p>
04/27/26	Specifications of Instruction	Methods	Suggested	<p>These are just suggestions- I'm happy to submit as-is, but I worry when a GE course starts feeling applied. The focus needs to be on theoretical and analytical frameworks of Ethics for Ge approval. You certainly have much of the appropriate content included, but I wanted to make sure it was as strong as possible. You might also take a quick look through your content to ensure that the content focuses on philosophical theory, analysis and cultural impact as opposed to professional skill-building</p> <p>per the eLumen user manual, the course objectives listed in the Course Objectives section should be the main subpoints (upper-alpha "A", "B", etc.) of the Course Outline section, so that all of the content is structured in a way that supports the learning objectives. This means that the first point of the course outline should not be "A. Emergence of Artificial Intelligence", it should be "A. Synthesize classical moral theories including Utilitarianism, Deontology, and Virtue Ethics—to evaluate the possibility of "machine consciousness" and the "moral agency" of autonomous systems." If you need assistance with this, please contact Bob Singh (singhsukhj@fhda.edu) or your Division Representative, Danielle Vlahos (vlahosdanielle@fhda.edu (mailto:vlahosdanielle@fhda.edu)).</p>
04/28/26	Outline	Course Outline	Required	<p>per the eLumen user manual, the course objectives listed in the Course Objectives section should be the main subpoints (upper-alpha "A", "B", etc.) of the Course Outline section, so that all of the content is structured in a way that supports the learning objectives. This means that the first point of the course outline should not be "A. Emergence of Artificial Intelligence", it should be "A. Synthesize classical moral theories including Utilitarianism, Deontology, and Virtue Ethics—to evaluate the possibility of "machine consciousness" and the "moral agency" of autonomous systems." If you need assistance with this, please contact Bob Singh (singhsukhj@fhda.edu) or your Division Representative, Danielle Vlahos (vlahosdanielle@fhda.edu (mailto:vlahosdanielle@fhda.edu)).</p>

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Matrix A	All that apply	Required	Please complete for your English advisory	Y I have completed matrix A.

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/26	Basic Course Information	Proposed Details - Attachments	Required	Please upload your Online and Hybrid Course Delivery forms as .pdf files in the attachments.	Y I uploaded the Online and Hybrid modality course delivery forms.

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

outline is not formatted correctly, but I've sent it back three times with no result; moving forward to meet deadline

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

05/08/2026

HUMID412. : Ethics in Artificial intelligence

General Information

Faculty Initiator:	• Mona Rawal
Attachments:	Hybrid_HUMI_412_2027F.pdf Online_HUMI_412_2027F.pdf
Course ID (CB01A and CB01B) :	HUMID412.
Short Course Title:	No value
Course Title (CB02) :	Ethics in Artificial intelligence
Department:	HUMI - Humanities
Effective Term:	Fall 2027
TOP Code (CB03) :	(1599.00) Other Humanities
CIP Code:	(24.0199) Liberal Arts and Sciences, General Studies and Humanities, Other.
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	'Ethics in AI' invites students to explore the ethical questions surrounding artificial intelligence from a philosophical and humanistic perspective. It investigates the complex moral challenges raised by AI technologies, including algorithmic bias, questions about machine consciousness, ethical reasoning in machine learning systems, and the broader social consequences of automation. As artificial intelligence transitions from science fiction to the foundational architecture of our reality, we need to confront the "ghost in the machine." Can a string of code possess moral agency? When an algorithm errs, who is held to account? From the life-and-death calculations of autonomous vehicles to the shifting boundaries of human creativity and intellectual property, the course will engage in "Dialogues in Diversity" designed to sharpen critical literacy. Using major philosophical theories and a humanistic lens as our foundation, the course examines real-world AI practices, evaluates competing ethical models designed to deepen understanding of AI's moral and societal implications. We are not just studying the future; we are collaboratively defining the ethical boundaries of human flourishing in an automated world.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Humanities
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - HUMANITIES

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

As Artificial Intelligence increasingly mediates human communication, labor, and creativity, it falls reasonably within the domain of the Humanities to provide the necessary philosophical scaffolding to interrogate the "desirability" of these systems rather than just their technical feasibility. This course addresses the urgent need for Ethical Intelligence by utilizing classical frameworks such as Deontology, Utilitarianism, and Virtue Ethics to deconstruct modern dilemmas including algorithmic bias, digital surveillance, and the automation of human agency. By centering the lived experiences of marginalized communities disproportionately impacted by "black box" technologies, the curriculum aligns with institutional Diversity, Equity, and Inclusion (DEI) goals, transforming the study of algorithms into a critical investigation of social justice and human dignity. Ultimately, this course bridges the gap between STEM and the Liberal Arts, preparing students to serve as the "moral compass" in a tech-driven economy where the definitions of authorship, privacy, and personhood are being radically redefined.

Stand-Alone Statement

Stand-Alone Statement

As AI transforms labor and creativity, this course provides the philosophical tools to interrogate the desirability and moral standing of automated systems. Through the lens of social justice and DEI, students deconstruct algorithmic bias and digital surveillance, preparing to serve as a moral compass in a tech-driven global economy.

Course Philosophy

Course Philosophy

The philosophy of this course is rooted in the conviction that the rapid advancement of Artificial Intelligence is not merely a technical evolution, but a profound shift in the human condition that demands a rigorous, humanistic and philosophical response. We move beyond "technical literacy" to cultivate ethical intelligence, utilizing classical and contemporary philosophical frameworks to interrogate the desirability not just the feasibility of automated systems. By centering social justice and radical empathy, we deconstruct the "black box" of algorithmic bias and digital surveillance, empowering students to serve as a moral compass in a global landscape where the definitions of authorship, privacy, and personhood are being radically redefined.

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

This course puts Diversity, Equity, and Inclusion (DEI) at its core by showing that technology is rarely "neutral." Instead of seeing algorithms as objective, we examine how tools like facial recognition and predictive policing can actually reinforce racial, gender, and class biases. By focusing on the voices of marginalized communities and studying the impact of digital surveillance, we turn the study of AI into an act of social justice. Our goal is to empower students with the empathy and tools needed to challenge unfair systems and advocate for technology that protects everyone's dignity and privacy.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	48

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

Non-Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction Methods of Instruction

Methods of Instruction Methods of Instruction may include but are not limited to the following:

Discussion portals facilitated by the instructor
 Lectures- Students are taught to critique primary texts
 Project based learning
 Collaborative exercises and group projects
 Guest lectures and interviews are used to support critical analysis of ethical issues in artificial intelligence, with emphasis on evaluating real-world practices through philosophical frameworks".
 Field observations (including virtual or in-person site visits) are used as case material for critical examination of ethical questions.
 Students apply philosophical theories to the critical analysis of real-world scenarios involving artificial intelligence.

Assignments

Assignments will fall in one of the three larger categories: Deconstructive (analyzing existing systems), Normative (proposing how things should be), and Existential (reflecting on the human condition). Writing essays that focus on Virtue Ethics and Social Justice, asking students to design better rules for the future.

- A. The "Algorithmic Audit" (Case Study) Students select a real-world AI system (e.g., a hiring algorithm, a facial recognition tool used by local law enforcement, or a social media feed) and "audit" it for bias.
- B. Journaling: For example using Shannon Vallor's concept of the "AI Mirror," students keep a week-long log of their interactions with generative AI (ChatGPT, Mid journey, etc.).
- C. Students write a Final Term paper on any issues related to ethics in the age of AI, from the course outline.
- D. Discussion boards and classroom debates
- E. Essays on issues related to questions of morality and justice in the usage of technology driven by AI.
- F. Assignments to demonstrate understanding of major moral theories and apply those frameworks to real AI-related technological issues. These written tasks will require students to analyze ethical dilemmas, evaluate competing values, and articulate how different theories shape responsible decision-making in AI contexts.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Discussion boards facilitated by instructor
- B. Assignments based on course learnings
- C. Essays and short text
- D. Classroom participation on debates and presentations

- E. Group projects
- F. Final Term Paper in the form of. a project or a paper for 2000 words
- G. Midterms (2) Two subjective or essay style mid terms (two hours each) and one final exam (two hours)

Essential Student Materials/Essential College Facilities

Computer required with wifi connection if taking it online.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Valor Shanon	The Mirror AI: How to Reclaim Our Humanity in an Age of Machine Thinking	Oxford University Press	2024, 1st edition	ISBN-13: 978-0197759066 ISBN-10: 0197759068
S. Matthew Liao,	Ethics of Artificial Intelligence	Oxford University Press	2020/1st edition	ISBN-13: 978-0190905033
Nick Bostrom	Superintelligence: Paths, Dangers, Strategies	Oxford University Press	2016/1st edition	ISBN-13: 978-0198739838
Brian Christian	The Alignment Problem: Machine Learning and Human Values	W.W. Norton and Company	2021/ 1st edition	ISBN-13: 978-0393635829
Multiple authors (published via Springer Nature/OAPEN)	Ethics in Artificial Intelligence (OER Textbook- Free for students)	Published via Springer Nature/OAPEN	2023/1st edition	License: CC BY 4.0 (Free to share and adapt)

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Gain an understanding about the definition, evolution and application of AI and how it impacts the human condition in the technological era. What does it mean to be ethical in the usage of AI?

Synthesize classical moral theories including Utilitarianism, Deontology, and Virtue Ethics to evaluate the possibility of "machine consciousness" and the "moral agency" of autonomous systems.

Evaluate the "societal implications of AI" on "marginalized communities" by identifying "algorithmic discrimination and stereotyping" in real-world datasets.

Analyze and synthesize diverse academic texts to construct clear, evidence-based arguments that demonstrate college-level proficiency in reading comprehension and written

Develop foundational knowledge of artificial intelligence, its emergence, core concepts, and creative potential while critically examining how moral decision-making, social justice, and governance shape the design and deployment of intelligent systems. By engaging with current research and development practices, students will evaluate ethical challenges and envision responsible, equitable futures for AI in society.

CSLOs

Critically analyze and evaluate ethical dilemmas in artificial intelligence, applying ethical theories and frameworks to real-world AI applications.

Expected SLO Performance: 0.0

Demonstrate an understanding of fairness, accountability, transparency, and bias in AI systems and propose ethical solutions to mitigate potential harms in AI development.

Expected SLO Performance: 0.0

Develop competency in writing, reading and critical thinking skills by constructing persuasive academic arguments that intersect philosophical inquiry with technological trends, demonstrating advanced critical literacy by critiquing primary texts on the "Digital Age" and AI.

Expected SLO Performance: 0.0

Evaluate the impact of artificial intelligence on the human condition by examining their effects on society through the lens of identity, agency and social responsibility.

Expected SLO Performance: 0.0

Outline

Course Outline

A. Gain an understanding about the definition, evolution and application of AI and how it impacts the human condition in the technological era. What does it mean to be ethical in the usage of AI?

Emergence of Artificial Intelligence

1. Definition of AI
2. The Digital Revolution and AI
3. The Turing Test and Measuring AI Intelligence
4. History of AI

B. Synthesize classical moral theories including Utilitarianism, Deontology, and Virtue Ethics to evaluate the possibility of "machine consciousness" and the "moral agency" of autonomous systems.

Introduction to Ethics in AI

1. Definition of Ethics and Significance in Human Decision-Making
2. Major Ethical Theories
 - o A. Utilitarianism
 - o B. Deontology
 - o C. Virtue Ethics
 - o D. Existentialism
 - o E. Ethical Pluralism
 - o F. Ethical Egoism
3. Ethical Frameworks for AI: Consequentialist vs. Deontological Approaches
4. Ethical Dilemmas
5. Overview of AI and its Ethical Implications

C. Evaluate the "societal implications of AI" on "marginalized communities" by identifying "algorithmic discrimination and stereotyping" in real-world datasets.

Ethical Considerations in AI Research and Development

1. Ethical Guidelines and Principles for AI Research
2. Bias, Equity, and Fairness in AI Algorithms, Models, and Datasets
3. Privacy and Data Protection in AI Systems
4. Transparency and Accountability in AI Decision-Making
5. Responsible AI

D. Analyze and synthesize diverse texts to construct clear, evidence-based arguments that demonstrate proficiency in reading comprehension and written communication.

AI and Moral Decision-Making

1. Moral Agency and Responsibility in AI Systems
2. Autonomous Vehicles and the Trolley Problem
3. Moral Dilemmas in AI Healthcare Applications
4. Ethical Considerations in AI-Driven Decision Support Systems

E. AI and Social Justice

1. Equity and Fairness in AI Applications
2. Algorithmic Discrimination and Stereotyping
3. Ethical Considerations in Protecting Human Rights in the Age of AI
4. Societal Implications: Employment, Inequality, and Democracy
5. Ethical Implications for Marginalized Communities
6. Ethical Design Principles for Promoting Social Justice

F. AI and Creativity

1. AI Applications in Creative Industries
2. Role of AI in Generating, Enhancing, and Distributing Content
3. Data Collection and Usage in Creative Projects
4. Intellectual Property Rights in AI-Generated Works
5. Ownership, Attribution, and Licensing of AI-Created Content
6. Legal Challenges in Determining Authorship and Copyright

G. Ethical Governance of AI

1. Regulation and Policy Frameworks for AI Ethics
2. Diversity and Inclusion in AI Development and Deployment
3. International Perspectives on AI Ethics and Governance
4. Role of Industry, Academia, and Government in Shaping Practices
5. Ethical Considerations in Policy Making and Implementation

H. Ethical Reflection and Future Directions

1. Human Roles in Defining Ethical Boundaries
2. Emotional Intelligence and Empathy in Human Interactions
3. Fostering a Relationship Between AI and Human Flourishing
4. The Evolving Landscape of AI Ethics and Human Values
5. Emerging Technologies (e.g., AGI, Neuro-technology)
6. Ethical Responsibilities of Developers, Researchers, and Users
7. Ethical Activism and Advocacy in the Field of AI

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 4
- Lec Load: 0
- Seat Ct: 0
- (mkct 05/08/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

From Objective 4- Develop foundational knowledge of artificial intelligence, its emergence, core concepts, and creative potential while critically examining how moral decision-making, social justice, and governance shape the design and deployment of intelligent systems. By engaging with current research and development practices, students will evaluate ethical challenges and envision responsible, equitable futures for AI in society.

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

From Objective 3- Analyze and synthesize diverse academic texts to construct clear, evidence-based arguments that demonstrate college-level proficiency in reading comprehension and written communication.

Objective 2: Compose essays drawn from personal experience and assigned texts.

From Assignments for the course, point 'E' : " Write essays on issues related to questions of morality and justice in the usage of technology driven by AI."

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

From Objective 6- Demonstrate formal styles of writing while developing foundational knowledge of artificial intelligence, its emergence, core concepts, and creative potential while critically examining how moral decision-making, social justice, and governance shape the design and deployment of intelligent systems. By engaging with current research and development practices, students will evaluate ethical challenges and envision responsible, equitable futures for AI in society.

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

From Assignments, point 'F'- Write assignments to demonstrate understanding of major moral theories and apply those frameworks to real AI-related technological issues. These written tasks will require students to analyze ethical dilemmas, evaluate competing values, and articulate how different theories shape responsible decision-making in AI contexts.

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

From Objective 2- Evaluate the "societal implications of AI" on "marginalized communities" by identifying "algorithmic discrimination and stereotyping" in real-world datasets.

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2026	Specifications	Examples of Primary Texts and References	Suggested	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.	Yes. To support equitable learning, this course uses primary texts and references that follow universal design principles, including accessible language, clear explanations of technical terms, and contextual framing. Materials represent a diversity of authors, cultural perspectives, and contemporary debates to ensure that students encounter a broad and inclusive range of viewpoints. The authors on the list of books are diverse in their cultural identities and their gender roles. The books are also current in their exploration of recent theories and events.
4/10/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. I believe the answer is yes, but so assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. Also, do any assignments Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If not appropriate, that's fine, just let me know in the Initiator response box.	Yes the assignments do encourage students to apply and generalize core concepts from the course curriculum into their academic learning and life skills. Assignments are designed for students to revise their work and rewrite when needed. Peer review and self reflection are parts of discussion boards that bring collaboration, connection and community building aspects to the classroom. This process supports growth, improves learning outcomes, and encourages students to refine their thinking and communication.
4/10/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	Instructors will provide examples of successful student work, when possible and appropriate, to clarify expectations and support equitable understanding of assignment requirements.

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/27/26	Outline	Course Outline	Required	Sending this back so it can be updated alongside HUM112	I added a new course objective to meet this requirement. Here is the new course objective that aligns with the first sub topics of the course outline: "Develop foundational knowledge of artificial intelligence, its emergence, core concepts, and creative potential while critically examining how moral decision-making, social justice, and governance shape the design and deployment of intelligent systems. By engaging with current research and development practices, students will evaluate ethical challenges and envision responsible, equitable futures for AI in society.
04/27/26	Specifications of Instruction	Methods	Suggested	Sending this back so it can be updated alongside HUM112	I made all the changes that you recommended to points E,F,G, around the methods of instructions. I think the suggestions were highly appropriate, so I incorporated them since I see the logic behind such academic language.
04/28/26	Outline	Course Outline	Required	per the eLumen user manual, the course objectives listed in the Course Objectives section should be the main subpoints (upper-alpha "A", "B", etc.) of the Course Outline section, so that all of the content is structured in a way that supports the learning objectives. This means that the first point of the course outline should not be "A. Emergence of Artificial Intelligence", it should be "A. Synthesize classical moral theories including Utilitarianism, Deontology, and Virtue Ethics—to evaluate the possibility of "machine consciousness" and the "moral agency" of autonomous systems." If you need assistance with this, please contact Bob Singh (singhsukhj@fhda.edu) or your Division Representative, Danielle Vlahos (vlahosdanielle@fhda.edu (mailto:vlahosdanielle@fhda.edu)).	Y I aligned the course objectives to course outlines as per the recommendations

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Matrix A	All that apply	Required	Please complete for your English advisory	Y I completed the A Matrix

Stage 7: Dean of Online Learning

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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5/5/26	Basic Course Information	Proposed Details - Attachments	Required	Please upload your Online and Hybrid Course Delivery forms as .pdf files in the attachments.	Y I uploaded the Online and Hybrid modality course delivery forms.
Stage 8: SLO Coordinator					
No Value					
Stage 10: Curriculum Committee					
outline is not formatted correctly, but I've sent it back three times with no result; moving forward to meet deadline.					

CO
Sort ID (00 < 10; 0 < 100) No Value
Course Status No Value
Course Characteristics No Value
Cross-Listed/Related Course Information No Value
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) No Value
Curriculum Office Notes No Value




De Anza College
Change Report
 05/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Req/Adv	Prerequisite(s):
Req/Adv	Entrance Skill(s) - Other:
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
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 4: Articulation Officer
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
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	• Ashley Egbert	• Marcel Macedo de Castro Lima
	Course ID (CB01A and CB01B)	MUSID031.	MUSID031.
	Course Control Number	CCC000527803	CCC000527803
	Course Title (CB02)	Chamber Orchestra	Chamber Orchestra
	Short Course Title	CHAMBER ORCHESTRA	CHAMBER ORCHESTRA
	TOP Code (CB03)	1004.00	1004.00 Music
	CIP Code	Music, General	50.0901 Music, General
	Department	MUSI - Music	MUSI - Music
	Effective Term	Fall 2026	Fall 2026 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course includes the study, preparation, and performance of orchestral literature for chamber orchestra, with an emphasis on both early and late 18th-century performance practice and the application of that practice, rhetoric, and sensibility into the music of the 19th, 20th, and 21st centuries.	In this ensemble, students will study, prepare, and perform a diverse range of orchestral literature for chamber orchestra. You will develop your musical abilities by exploring early and late 18th-century performance practices, and learn to apply these historical sensibilities and rhetoric to the music of the 19th, 20th, and 21st centuries. By the end of the course, students will gain advanced ensemble playing skills, a deeper understanding of historical performance contexts, and the ability to expressively interpret repertoire across multiple eras.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MUSIC

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 UC and CSU transferable. This course meets a general education requirement for De Anza. It belongs on the A.A. Music degree. This course provides training in symphonic music written primarily for orchestral stringed instruments.	This course is UC and CSU transferable. This course meets a general education requirement for De Anza. It belongs on the A.A. Music degree. This course provides training in symphonic music written primarily for orchestral stringed instruments.


Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course			
Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No <u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>

Cross-listed Course


Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No	No

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	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.	Adding GE status and language only. - ace	Adding GE status <u>The course engages students in a variety of assignment types, which together align with best practices for universal design for learning (multiple means of representation and action/expression). It's a ZTC course, and the school provides music and language only. - see instrument loans free of cost for students.</u>

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	<ul style="list-style-type: none"> Basic Course Information - Course Description 	<ul style="list-style-type: none"> Specifications - Examples of Primary Texts and References Specifications - Methods of Evaluation Basic Course Information - Course Description

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	5	5
	Grade Options	<ul style="list-style-type: none"> Letter Grade Pass/No Pass 	<ul style="list-style-type: none"> Letter Grade Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(Satisfies the requirement of an associate degree music course. May be taken up to six times for credit.)	(Satisfies the requirement of an associate degree music course. May be taken up to six times for credit.)

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
!	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
!	Will the course be UC transferable?	No value	<u>Yes</u>

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	Associated Program Liberal Arts (Arts and Letters Emphasis) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Arts and Letters Emphasis) Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Arts and Letters Emphasis) Award Type Associate in Arts (A.A.) Degree
		Associated Program Music Award Type Associate in Arts (A.A.) Degree	Associated Program Music Award Type Associate in Arts (A.A.) Degree
		Associated Program Music Award Type Associate in Arts (A.A.) Degree	Associated Program Music Award Type Associate in Arts (A.A.) Degree
		Associated Program Music for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Music for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Music for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree	Associated Program Music for Transfer (In Development) Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
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	Course General Education Status (CB25)	Y	Y
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	Transfer Status	Approved	Approved
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GE Information

System/Institution	C-ID	System/Institution	C-ID
Area(s)	<ul style="list-style-type: none"> MUS - Approved. 	Area(s)	<ul style="list-style-type: none"> MUS - Approved.
-	C-ID MUS 180	-	C-ID MUS 180

System/Institution	De Anza GE	System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G7B - Approved. 	Area(s)	<ul style="list-style-type: none"> 2G7B - Approved.
-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	Lecture Hours - In Class	1	1
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	Lecture Hours - Out of Class	2	2
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	Laboratory Hours - In Class	3	3
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	Laboratory Hours - Out of Class	0	0
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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	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours			
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction	
Methods of Instruction	Collaborative learning and small group exercises Lecture/demonstration with student application

Methods of Instruction	Methods of Instruction
Methods of Instruction	Collaborative learning and small group exercises Lecture/demonstration with student application

Assignments

1. Daily practice of passages from selected repertoire.
2. Preparation for performances, on and off campus
3. Technique studies for each applied instrument.

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2. Preparation for performances, on and off campus
3. Technique studies for each applied instrument.

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Classroom participation and responsiveness during rehearsals.
2. Final performance of full orchestra presenting the repertoire rehearsed, evaluated for accuracy, ensemble blend, stage presence, and overall improvement.
3. Completion of final solo performance including evaluation of students demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.

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Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Access to instrument, either owned or rented (some instruments may be available for borrowing) <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Adequate rehearsal hall with facilities for recording, • Music stands, chairs and conductor's podium, • Grand piano and basic percussion including timpani, • Adequate and varied music library • Facilities and funds for instrumental repair and maintenance, • Quarterly access to concert hall on campus for public performance, • Basic supply of college owned instruments of good quality 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Access to instrument, either owned or rented (some instruments may be available for borrowing) <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Adequate rehearsal hall with facilities for recording, • Music stands, chairs and conductor's podium, • Grand piano and basic percussion including timpani, • Adequate and varied music library • Facilities and funds for instrumental repair and maintenance, • Quarterly access to concert hall on campus for public performance, • Basic supply of college owned instruments of good quality



Examples of Primary Texts and References

Title	No value
Author	Scores and parts drawn from the college instrumental library.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Accessible Orchestral Repertoire: An Annotated Guide for Community and School Orchestras
Author	Daniel Chetel
Publisher	Rowman & Littlefield Publishers
Date/Edition	2020
ISBN	9781442275799

Changed

Field

Current Version

Proposed Version



Suggested Reading List

Reading List None.

May include, but are not limited to No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Apply training in the disciplines and methods of performance in a group • Participate in artistic performance techniques of works for chamber orchestra • Develop the ability to sight read music in addition to the concert repertoire. • Demonstrate successful group performance, and attain its rewards 	<ul style="list-style-type: none"> • Apply the core concepts of chamber ensemble performance—including intonation, balance, articulation, and tone production—within a collaborative setting. • Analyze and perform chamber orchestra repertoire, applying stylistic accuracy informed by the global and historical context of the works. • Evaluate unfamiliar musical scores in real-time through sight-reading, making critical, independent decisions regarding rhythm, pitch, and phrasing. • Communicate musical interpretations both orally during rehearsal collaboration and in written analytical formats. • Investigate and interpret repertoire representing diverse societal perspectives, including works by historically underrepresented composers and non-Western traditions. • Execute professional-level hands-on performances in public concert settings, reflecting the real-world working conditions of a chamber musician.

Changed	Field	Current Version	Proposed Version								
	CSLOs	<table border="1"> <tr> <td>CSLOs</td> <td>Sight read, rehearse, and publicly perform selected repertoire from the Chamber Orchestra literature found in various time periods from the Baroque Era to the present.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Sight read, rehearse, and publicly perform selected repertoire from the Chamber Orchestra literature found in various time periods from the Baroque Era to the present.	Expected SLO Performance	0.0	<table border="1"> <tr> <td>CSLOs</td> <td>Sight read, rehearse, and publicly perform selected repertoire from the Chamber Orchestra literature found in various time periods from the Baroque Era to the present.</td> </tr> <tr> <td>Expected SLO Performance</td> <td>0.0</td> </tr> </table>	CSLOs	Sight read, rehearse, and publicly perform selected repertoire from the Chamber Orchestra literature found in various time periods from the Baroque Era to the present.	Expected SLO Performance	0.0
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Expected SLO Performance	0.0										

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> 1. Apply training in the disciplines and methods of performance in a group <ol style="list-style-type: none"> 1. Repertoire changes with each term and is selected to develop student's precision of technique, awareness of good intonation and sense of ensemble. 2. The importance of listening to other parts. 3. Understanding conducting gestures and patterns. 4. Learning to coordinate listening and following the conductor. 5. Develop good intonation by tuning difficult chords and tuning to other instruments. 2. Participate in artistic performance techniques of works for chamber orchestra <ol style="list-style-type: none"> 1. Interpreting and learning of the style of each composer studied during the course. 2. Practice scales in keys related to passages in selected repertoire. 3. Develop bowings and breathing relevant to phrasing and artistic interpretation. 3. Develop the ability to sight read music in addition to the concert repertoire. <ol style="list-style-type: none"> 1. Reading of new works and passages on a regular basis during rehearsals. 2. Home practice on sight reading exercises and etudes. 4. Demonstrate successful group performance, and attain its rewards 	<ol style="list-style-type: none"> 1. Apply the core concepts of chamber ensemble performance—including intonation, balance, articulation, and tone production—within a collaborative setting. <ol style="list-style-type: none"> 1. Application of tuning systems and intonation to adjust pitch in real-time, focusing on pure intervals and sectional blending. 2. Execution of foundational ensemble techniques, including matching bow strokes (strings) and articulation lengths (winds) to create a unified sectional sound. 2. Analyze and perform chamber orchestra repertoire, applying stylistic accuracy informed by the global and historical context of the works. <ol style="list-style-type: none"> 1. The stylistic evolution of the chamber orchestra from the Baroque period (e.g., Concerto Grosso) through the Classical, Romantic, and Contemporary eras. 2. Exploration of how global socio-political events shaped the development of orchestral literature, altering vibrato, phrasing, and bowing styles to match the historical aesthetic. 3. Evaluate unfamiliar musical scores in real-time through sight-reading, making critical, independent decisions regarding rhythm, pitch, and phrasing. <ol style="list-style-type: none"> 1. Techniques for structural sight-reading, including scanning new scores for key changes, repeats, and difficult rhythmic

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Recognition by peers, the school and the community. 2. The personal satisfaction of having assisted in the creation of an artistic achievement and educative experience of comprehending great musical art through personal re-creation. 	<ol style="list-style-type: none"> motifs before the first downbeat. 2. Real-time adaptation and recovery, utilizing critical thinking to simplify complex passages on the fly to maintain the fundamental pulse of the ensemble. 4. Communicate musical interpretations both orally during rehearsal collaboration and in written analytical formats. <ol style="list-style-type: none"> 1. Oral communication in small-group sectional rehearsals, verbally communicating bowing choices, phrasing ideas, and tuning strategies to peers. 2. Written formal evaluations of live professional orchestral performances, critically analyzing the ensemble's interpretation, historical accuracy, and performance technique. 5. Investigate and interpret repertoire representing diverse societal perspectives, including works by historically underrepresented composers and non-Western traditions. <ol style="list-style-type: none"> 1. Study and performance of works by female composers and composers of color to expand the traditional European canon. 2. Examination of how varying cultural values and societal perspectives are expressed through different orchestral traditions, ensuring non-Western or folk-inspired compositions are performed with authentic stylistic respect.

Changed	Field	Current Version	Proposed Version
			6. Execute professional-level hands-on performances in public concert settings, reflecting the real-world working conditions of a chamber musician. <ol style="list-style-type: none"> 1. A real-world culmination where students apply rehearsal techniques in a live, public concert setting. 2. Application of professional stage etiquette and psychology, including stage entrances, acknowledging the conductor, and managing performance anxiety.
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Students will rehearse selected repertoire. 2. Students will practice correct phrasing of musical passages. 3. Students will practice achieving balance and good intonation within the ensemble	1. Students will rehearse selected repertoire. 2. Students will practice correct phrasing of musical passages. 3. Students will practice achieving balance and good intonation within the ensemble

Blue Form

Changed	Questions	Current Version	Proposed Version
	<p>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</p>	No Value	No Value
	<p>1. Is the unit(s) change required for articulation?</p>	No Value	No Value
	<p>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</p>	No Value	No Value
	<p>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value
	<p>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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**Prerequisite(s):**

Enrollment subject to audition; and ability to play an orchestral instrument and read music at sight.

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:

No Value

No Value

Entrance Skills(s):

(Student must audition or meet course prerequisite(s).)

(Student must audition or meet course prerequisite(s).)

**Entrance Skill(s) - Other:**

No Value

Enrollment subject to audition; and ability to play an orchestral instrument and read music at sight.

General Course Statement(s):

No Value

No Value

General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1:
Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

No Value



If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value


No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
!	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	Enrollment subject to audition; and ability to play an orchestral instrument and read music at sight.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline: A. Apply the core concepts of chamber ensemble performance—including intonation, balance, articulation, and tone production—within a collaborative setting. 1. Application of tuning systems and intonation to adjust pitch in real-time, focusing on pure intervals and sectional blending. 2. Execution of foundational ensemble techniques, including matching bow strokes (strings) and articulation lengths (winds) to create a unified sectional sound.
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline D1. Oral communication in small-group sectional rehearsals, verbally communicating bowing choices, phrasing ideas, and tuning strategies to peers. D2. Written formal evaluations of live professional orchestral performances, critically analyzing the ensemble's interpretation, historical accuracy, and performance technique.

Changed	Questions	Current Version	Proposed Version
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C2. Real-time adaptation and recovery, utilizing critical thinking to simplify complex passages on the fly to maintain the fundamental pulse of the ensemble.
!	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline E1. Study and performance of works by female composers and composers of color to expand the traditional European canon. E2. Examination of how varying cultural values and societal perspectives are expressed through different orchestral traditions, ensuring non-Western or folk-inspired compositions are performed with authentic stylistic respect.
!	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline B1. The stylistic evolution of the chamber orchestra from the Baroque period (e.g., Concerto Grosso) through the Classical, Romantic, and Contemporary eras. B2. Exploration of how global socio-political events shaped the development of orchestral literature, altering vibrato, phrasing, and bowing styles to match the historical aesthetic.

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Outline F1. A real-world culmination where students apply rehearsal techniques in a live, public concert setting. F2. Application of professional stage etiquette and psychology, including stage entrances, acknowledging the conductor, and managing performance anxiety.</p>

Comments

Changed	Questions	Current Version	Proposed Version
	<p>Stage 2: Department Chair</p>	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	Initiator - Indicate "Y" When Completed or Initiator's Response
4/23/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

Changed	Questions	Current Version	Proposed Version
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Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.

4/23/2026 Specifications Assignments Suggested N/A

Changed	Questions	Current Version	Proposed Version
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4/23/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A
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Changed Questions Current Version Proposed Version

This may not be appropriate given the nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.

4/23/2026

Course Outline

Suggested

N/A



**Stage 4:
Articulation
Officer**

No Value

Date

Tab

Part -
Field

Type of
Edit

Edit

**Initiator -
Indicate "Y"
When
Completed
or Initiator's
Response**

04/27/26

Specifications

Primary
Texts

Required

In order to maintain UC-transferability, courses must have at least one primary textbook published within 7 years of the effective date of the courses. This would be a publication date of 2020 or more recent for courses effective Fall 2027

Y

Changed	Questions	Current Version	Proposed Version					
!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	
			4/30/26		De Anza GE 1-6 Criteria Form	Required	Please provide responses for criteria 1-6 of the De Anza GE Matrix	Y
			5/4/26		De Anza GE 2 Criteria Form	Required	Please include a specific mention of written assignments/communication for criteria 2. Outline D would be perfect	Y
!	Stage 6: Content Review Matrix Liaison	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	
			5/5/26	Req/Adv	Prerequisites	Required	Remove statement from the prerequisite line (you can use this statement for your entrance skills - other line if you would like)	Y
	Stage 7: Dean of Online Learning	No Value	No Value					
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: Curriculum Committee	No Value	No Value					

CO			
Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MUSI 031	MUSI 031
	Course Status	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> DA GE approved 6/17/25 (effect. F26). - ace 	<ul style="list-style-type: none"> DA GE approved 6/17/25 (effect. F26). - ace

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	MUSID031.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2026 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2021 12:00:00 AM
	Course Control Number	CCC000527803

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT- NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Course Outline of Record Report

05/08/2026

MUSID431. : Chamber Orchestra

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Marcel Macedo de Castro Lima
Course ID (CB01A and CB01B) :	MUSID431.
Short Course Title:	CHAMBER ORCHESTRA
Course Title (CB02) :	Chamber Orchestra
Department:	MUSI - Music
Effective Term:	Fall 2027
TOP Code (CB03) :	(1004.00) Music
CIP Code:	(50.0901) Music, General.
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	In this ensemble, students will study, prepare, and perform a diverse range of orchestral literature for chamber orchestra. You will develop your musical abilities by exploring early and late 18th-century performance practices, and learn to apply these historical sensibilities and rhetoric to the music of the 19th, 20th, and 21st centuries. By the end of the course, students will gain advanced ensemble playing skills, a deeper understanding of historical performance contexts, and the ability to expressively interpret repertoire across multiple eras.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Music
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - MUSIC

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course offers a non-credit counterpart to MUSI 31, allowing community members, particularly older adults, to participate in De Anza's Chamber Orchestra.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input type="checkbox"/> Specifications - Methods of Instruction |
| <input type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

The course engages students in a variety of assignment types, which together align with best practices for universal design for learning (multiple means of representation and action/expression). It's a ZTC course, and the school provides music and instrument loans free of cost for students.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class (Contact) Hours 48

Total Course Out-of-Class Hours 24

Total Student Learning Hours 48

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

Non-Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	12
Laboratory	36
NA	0
Total	48

Course Out-of-Class Hours

Lecture	24
Laboratory	0
NA	0
Total	24

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Lecture/demonstration with student application

Assignments

- A. Daily practice of passages from selected repertoire.
- B. Preparation for performances, on and off campus
- C. Technique studies for each applied instrument.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Classroom participation and responsiveness during rehearsals.
- B. Final performance of full orchestra presenting the repertoire rehearsed, evaluated for accuracy, ensemble blend, stage presence, and overall improvement.
- C. Completion of final solo performance including evaluation of students demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Access to instrument, either owned or rented (some instruments may be available for borrowing)

Essential College Facilities:

- Adequate rehearsal hall with facilities for recording,
- Music stands, chairs and conductor's podium,
- Grand piano and basic percussion including timpani,
- Adequate and varied music library
- Facilities and funds for instrumental repair and maintenance,
- Quarterly access to concert hall on campus for public performance,
- Basic supply of college owned instruments of good quality

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
No Value	No Value	No Value	No Value	No Value

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Apply the core concepts of chamber ensemble performance—including intonation, balance, articulation, and tone production—within a collaborative setting.

Analyze and perform chamber orchestra repertoire, applying stylistic accuracy informed by the global and historical context of the works.

Evaluate unfamiliar musical scores in real-time through sight-reading, making critical, independent decisions regarding rhythm, pitch, and phrasing.

Communicate musical interpretations both orally during rehearsal collaboration and in written analytical formats.

Investigate and interpret repertoire representing diverse societal perspectives, including works by historically underrepresented composers and non-Western traditions.

Execute professional-level hands-on performances in public concert settings, reflecting the real-world working conditions of a chamber musician.

CSLOs

Sight read, rehearse, and publicly perform selected repertoire from the Chamber Orchestra literature found in various time periods from the Baroque Era to the present. Expected SLO Performance: 0.0

Participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Apply the core concepts of chamber ensemble performance—including intonation, balance, articulation, and tone production—within a collaborative setting.
 1. Application of tuning systems and intonation to adjust pitch in real-time, focusing on pure intervals and sectional blending.
 2. Execution of foundational ensemble techniques, including matching bow strokes (strings) and articulation lengths (winds) to create a unified sectional sound.
- B. Analyze and perform chamber orchestra repertoire, applying stylistic accuracy informed by the global and historical context of the works.
 1. The stylistic evolution of the chamber orchestra from the Baroque period (e.g., Concerto Grosso) through the Classical, Romantic, and Contemporary eras.
 2. Exploration of how global socio-political events shaped the development of orchestral literature, altering vibrato, phrasing, and bowing styles to match the historical aesthetic.
- C. Evaluate unfamiliar musical scores in real-time through sight-reading, making critical, independent decisions regarding rhythm, pitch, and phrasing.
 1. Techniques for structural sight-reading, including scanning new scores for key changes, repeats, and difficult rhythmic motifs before the first downbeat.

2. Real-time adaptation and recovery, utilizing critical thinking to simplify complex passages on the fly to maintain the fundamental pulse of the ensemble.
- D. Communicate musical interpretations both orally during rehearsal collaboration and in written analytical formats.
1. Oral communication in small-group sectional rehearsals, verbally communicating bowing choices, phrasing ideas, and tuning strategies to peers.
 2. Written formal evaluations of live professional orchestral performances, critically analyzing the ensemble's interpretation, historical accuracy, and performance technique.
- E. Investigate and interpret repertoire representing diverse societal perspectives, including works by historically underrepresented composers and non-Western traditions.
1. Study and performance of works by female composers and composers of color to expand the traditional European canon.
 2. Examination of how varying cultural values and societal perspectives are expressed through different orchestral traditions, ensuring non-Western or folk-inspired compositions are performed with authentic stylistic respect.
- F. Execute professional-level hands-on performances in public concert settings, reflecting the real-world working conditions of a chamber musician.
1. A real-world culmination where students apply rehearsal techniques in a live, public concert setting.
 2. Application of professional stage etiquette and psychology, including stage entrances, acknowledging the conductor, and managing performance anxiety.

Lab Outline

- A. Students will rehearse selected repertoire.
- B. Students will practice correct phrasing of musical passages.
- C. Students will practice achieving balance and good intonation within the ensemble

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 1
- Lab Hrs: 3
- Lec Load: 0
- Lab Load: 0
- Total Load: 0
- Seat Ct: 0
- (mkct 05/08/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Student must audition or meet course prerequisite(s).)

Entrance Skill(s) - Other:

Enrollment subject to audition; and ability to play an orchestral instrument and read music at sight.

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Enrollment subject to audition; and ability to play an orchestral instrument and read music at sight.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/15/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

4/15/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A
4/15/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A
4/15/2026 Outline	Course Outline	Suggested	This may not be appropriate given the nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N/A

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/27/26	Specifications	Primary Texts	Required	In order to maintain UC-transferability, courses must have at least one primary textbook published within 7 years of the effective date of the courses. This would be a publication date of 2020 or more recent for courses effective Fall 2027; This course is not UC-transferable, but since it's mirrored to a UC-transferable course I am sending it back so that the edits match. Thank you!	Y

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Req/Adv	Prerequisite	Required	Move this line to either Limitation on Enrollment or Entrance Skills	Y - incomplete zj 5/5
5/4/26	Matrix H	Objective 2	Required	List "Enrollment subject to audition; and ability to play an orchestral instrument and read music at sight."	Y - good

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO
Sort ID (00 < 10; 0 < 100) No Value
Course Status No Value
Course Characteristics No Value
Cross-Listed/Related Course Information No Value
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) No Value
Curriculum Office Notes No Value

De Anza College
Change Report
 05/08/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Prerequisite(s):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

Section**Changed field**

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

DEI Review

Please summarize the ways in which your course includes DEI.

DEI Review

Please check all areas in the COR that address DEI.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement

Will the course fulfill a UC/CSU lower-division major requirement?

General Information**Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• eLumenData, eLumenData

• Marcel Macedo de Castro Lima

Course ID (CB01A and CB01B)

MUSID042.

MUSID042.

Course Control Number

CCC000029774

CCC000029774

Course Title (CB02)

Concert Band

Concert Band

Short Course Title

CONCERT BAND

CONCERT BAND

TOP Code (CB03)

1004.00

1004.00 Music

CIP Code

Music, General

50.0901 Music, General

Department

MUSI - Music

MUSI - Music




**Effective Term**

Fall 2021



Fall ~~2021~~ 2027**SAM Priority Code (CB09)**

E - Non-Occupational

E - Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course includes rehearsal, sight-reading, performance, and recording of wind ensemble literature in a variety of styles and time periods. Attendance at all scheduled performances is required.	In this ensemble, students will study, prepare, and perform a diverse range of literature for concert band and wind ensemble. You will develop your musical abilities by exploring standard wind band performance practices—such as blend, balance, and intonation—and learn to apply these collaborative techniques to repertoire spanning traditional marches, classical transcriptions, and contemporary works. By the end of the course, students will gain advanced ensemble playing skills, a deeper understanding of wind band repertoire, and the ability to expressively interpret and perform music in a large group setting.
	Course Type (CB27)	No value	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Music
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - MUSIC

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to CSU and UC. It belongs on the Music A.A. degree. This course provides training in concert band/wind ensemble, an essential element of musical training for non-string instrumentalists.	This course is transferable to CSU and UC. It belongs on the Music A.A. degree. This course provides training in concert band/wind ensemble, an essential element of musical training for non-string instrumentalists.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	


Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	


Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	


CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course</u>

Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	Is this a cross-listed course?	No value	<u>No</u>
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DEI Review

Changed	Field	Current Version	Proposed Version
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	Please summarize the ways in which your course includes DEI.	No value	<u>The course engages students in a variety of assignment types, which together align with best practices for universal design for learning (multiple means of representation and action/expression). It's a ZTC course, and the school provides music and instrument loans free of cost for students.</u>
--	---	----------	--



	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> • Specifications - Examples of Primary Texts and References • Specifications - Methods of Evaluation • Basic Course Information - Course Description
--	--	----------	--

More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
--	----------------------------------	--------------------------------------	--------------------------------------

	Course Prior To College Level	Not applicable.	Not applicable.
--	--------------------------------------	-----------------	-----------------


	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
--	---	--------------------------------	--------------------------------

	Course Support Status (CB26)	Course is not a support course	Course is not a support course
--	-------------------------------------	--------------------------------	--------------------------------


	Repeat Limit	5	5
--	---------------------	---	---

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	(Satisfies the requirement of an associate degree music course. May be taken up to six times for credit.)	(Satisfies the requirement of an associate degree music course. May be taken up to six times for credit.)

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	<u>Yes</u>
	If yes, identify the lower-division UC course and campus.	No value	

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------

	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>
---	---	----------	-----------

Associated Programs

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------

Course is part of a program

Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Liberal Arts (Arts and Letters Emphasis)	Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Music	Associated Program	Music
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Music	Associated Program	Music
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Music for Transfer (In Development)	Associated Program	Music for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td>• MUS - Approved.</td> </tr> <tr> <td>-</td> <td>C-ID MUS 180</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	• MUS - Approved.	-	C-ID MUS 180	<table border="1"> <thead> <tr> <th>System/Institution</th> <th>C-ID</th> </tr> </thead> <tbody> <tr> <td>Area(s)</td> <td>• MUS - Approved.</td> </tr> <tr> <td>-</td> <td>C-ID MUS 180</td> </tr> </tbody> </table>	System/Institution	C-ID	Area(s)	• MUS - Approved.	-	C-ID MUS 180
System/Institution	C-ID														
Area(s)	• MUS - Approved.														
-	C-ID MUS 180														
System/Institution	C-ID														
Area(s)	• MUS - Approved.														
-	C-ID MUS 180														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0

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	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

Speciality Hours			
Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options			
Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	36	36
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	2	2
	Minimum Credit Units	2	2
	Maximum Credit Units	2	2

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
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Methods of Instruction

Methods of Instruction	
Methods of Instruction	Collaborative learning and small group exercises Lecture/demonstration with student application

Methods of Instruction	Methods of Instruction
Methods of Instruction	Collaborative learning and small group exercises Lecture/demonstration with student application

Assignments

1. Daily practice and preparation of assigned musical selections.
2. Participation in dress rehearsals and final quarterly concert.
3. Preparation for special performances.

1. Daily practice and preparation of assigned musical selections.
2. Participation in dress rehearsals and final quarterly concert.
3. Preparation for special performances.

Changed Field

Current Version

Proposed Version



Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Ongoing assessment of student preparation of assigned material, as well as active classroom participation and responsiveness, evaluated on both objective quality, and individual improvement. 2. Mid-term and Final tests to assess knowledge, independence, accuracy, and interpretation of the assigned repertoire by demonstrating correct intonation, phrasing balance, dynamics, and tone quality on his or her instrument. 3. Final performance, assessed through demonstration of learned skills.

Methods of Evaluation	
Methods of Evaluation	<ol style="list-style-type: none"> 1. Ongoing assessment of student preparation of assigned material, as well as active classroom participation and responsiveness, evaluated on both objective quality, and individual improvement. 2. Mid-term and Final tests to assess knowledge, independence, accuracy, and interpretation of the assigned repertoire by demonstrating correct intonation, phrasing balance, dynamics, and tone quality on his or her instrument. 3. Final performance, assessed through demonstration of learned skills.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Access to a personally owned instrument and accessories (some instruments available for borrowing during the quarter) <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Adequate rehearsal hall and performance site • Basic supply of college-owned instruments • Current library of concert band repertoire 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • Access to a personally owned instrument and accessories (some instruments available for borrowing during the quarter) <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Adequate rehearsal hall and performance site • Basic supply of college-owned instruments • Current library of concert band repertoire



Examples of Primary Texts and References

Title	No value
Author	None.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Teaching Music through Performance in Band - Volume 12
Author	Andrew Trachsel
Publisher	GIA Publications
Date/Edition	2021
ISBN	9781622775354



Suggested Reading List

Reading List	Materials will be selected from the college instrumental library.
May include, but are not limited to	No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
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Course Objectives

- | | |
|--|--|
| <ul style="list-style-type: none"> • Interpret musical works in the correct style and phrasing • Recognize the role of the conductor and conducting gestures • Detect and correct faulty intonation, rhythms, and tone quality • Prepare for public performance through individual practice • Demonstrate the value and importance of the special commitment to a performing group through consistent attendance and participation at rehearsals and concerts | <ul style="list-style-type: none"> • Interpret musical works in the correct style and phrasing • Recognize the role of the conductor and conducting gestures • Detect and correct faulty intonation, rhythms, and tone quality • Prepare for public performance through individual practice • Demonstrate the value and importance of the special commitment to a performing group through consistent attendance and participation at rehearsals and concerts |
|--|--|

CSLOs

CSLOs

Sight read, rehearse, and publicly perform selected repertoire from the Concert Band/Wind Ensemble literature found in various time periods up to the present.

Expected SLO Performance 0.0

CSLOs

Sight read, rehearse, and publicly perform selected repertoire from the Concert Band/Wind Ensemble literature found in various time periods up to the present.

Expected SLO Performance 0.0

CSLOs

Participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.

Expected SLO Performance 0.0

CSLOs

Participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.


Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Interpret musical works in the correct style and phrasing <ol style="list-style-type: none"> 1. Music for rehearsal and performance will be chosen from the Baroque, Classical, Romantic, Twentieth Century, Contemporary eras, Marches, and Broadway selections. 2. Compositions and arrangements representing diverse genders and cultures from these time periods will be selected, in addition to student compositions as appropriate. 2. Recognize the role of the conductor and conducting gestures <ol style="list-style-type: none"> 1. Develop appropriate musical responses to gestures indicating meter, tempo, dynamics, and balance. 2. Advanced students are given the opportunity to conduct. 3. Detect and correct faulty intonation, rhythms, and tone quality <ol style="list-style-type: none"> 1. Correct intonation through warm-ups, tuning procedures, and developing listening skills during rehearsals. 2. Development of rhythmic vitality and accuracy. 3. Awareness of proper breathing, embouchure, tonguing, and hand positions for better tone quality. 4. Prepare for public performance through individual practice 	<ol style="list-style-type: none"> 1. Interpret musical works in the correct style and phrasing <ol style="list-style-type: none"> 1. Music for rehearsal and performance will be chosen from the Baroque, Classical, Romantic, Twentieth Century, Contemporary eras, Marches, and Broadway selections. 2. Compositions and arrangements representing diverse genders and cultures from these time periods will be selected, in addition to student compositions as appropriate. 2. Recognize the role of the conductor and conducting gestures <ol style="list-style-type: none"> 1. Develop appropriate musical responses to gestures indicating meter, tempo, dynamics, and balance. 2. Advanced students are given the opportunity to conduct. 3. Detect and correct faulty intonation, rhythms, and tone quality <ol style="list-style-type: none"> 1. Correct intonation through warm-ups, tuning procedures, and developing listening skills during rehearsals. 2. Development of rhythmic vitality and accuracy. 3. Awareness of proper breathing, embouchure, tonguing, and hand positions for better tone quality. 4. Prepare for public performance through individual practice






Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Repetition of assigned passages for perfection in daily practice. 2. Apply the use of a metronome and/or tuning device in order to perfect intonation and performing at correct tempi. 5. Demonstrate the value and importance of the special commitment to a performing group through consistent attendance and participation at rehearsals and concerts <ol style="list-style-type: none"> 1. Learning performance etiquette and concert attire. 2. Moving equipment for performances. 3. Being responsible for care of instruments, folders, and music. 4. Contribute to the success of the group through cooperation. 	<ol style="list-style-type: none"> 1. Repetition of assigned passages for perfection in daily practice. 2. Apply the use of a metronome and/or tuning device in order to perfect intonation and performing at correct tempi. 5. Demonstrate the value and importance of the special commitment to a performing group through consistent attendance and participation at rehearsals and concerts <ol style="list-style-type: none"> 1. Learning performance etiquette and concert attire. 2. Moving equipment for performances. 3. Being responsible for care of instruments, folders, and music. 4. Contribute to the success of the group through cooperation.
	Lab Component in this Course	Yes	Yes
	Lab Outline	<ol style="list-style-type: none"> 1. Students will rehearse selected repertoire 2. Students will practice correct phrasing of musical passages. 3. Students will practice balance and intonation with ensemble 	<ol style="list-style-type: none"> 1. Students will rehearse selected repertoire 2. Students will practice correct phrasing of musical passages. 3. Students will practice balance and intonation with ensemble

Req/Adv






Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Placement by audition based on the ability to play a band instrument and read music at sight.	No Value









Changed	Questions	Current Version	Proposed Version
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	(Student must audition or meet course prerequisite(s).)	(Student must audition or meet course prerequisite(s).)
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Banner Start Term (202122)	202222	No Value
	Banner Division	2CA	No Value
	Catalog Term (21-22)	21-22	No Value
	5 Year Revision Year (2021)	2021	No Value
	Effective Quarter	Fall	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Year (2021)	2021	No Value
	Sort ID (00 < 10; 0 < 100)	MUSI 042	MUSI 042
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	MUSI	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	T	No Value
	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	A	No Value
	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	One hour lecture, three hours laboratory (48 hours total per quarter).	No Value
	Noncredit Enhanced Funding Indicator	N	No Value
	In Service Indicator	N	No Value

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	231016	No Value
	Account Code	1320	No Value
	Program Code	100400	No Value
	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
	Print/No Print to Catalog	Yes	No Value

Blue Form			
Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	No Value
	<p>Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	No Value	No Value
	<p>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
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ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 10:
Investigate the characteristics of rational expressions.

No Value

No Value

Objective 11:
Develop skills to work with radical expressions.

No Value

No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

Objective 1:
Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</p>	No Value	No Value
	<p>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</p>	No Value	No Value
	<p>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
!	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	Placement by audition based on the ability to play a band instrument and read music at sight.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value
	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

No Value

Comments

Changed	Questions	Current Version	Proposed Version
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Stage 2: Department Chair

No Value

No Value

Changed Questions Current Version Proposed Version



Stage 3: DEI

No Value

Initiator - Indicate "Y" When Completed or Initiator's Response

Date

Tab

Part - Field

Type of Edit

Edit

4/23/2026

Basic Course Course Information Description

Suggested

Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course

Y

Changed	Questions	Current Version	Proposed Version
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			<p>Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.</p>
4/23/2026	Specifications	Assignments	Suggested N/A

Changed Questions Current Version Proposed Version

For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.

4/23/2026 Specifications Methods of Evaluation Suggested N/A



Stage 4: Articulation Officer

No Value

Date Tab Part - Field Type of Edit Edit

Initiator - Indicate "Y" When Completed or Initiator's Response

04/27/26 Specifications Primary Texts Required In order to maintain UC-transferability, courses must have at least one primary textbook published within 7 years of the effective date of the courses. This would be a publication date of 2020 or more recent for courses effective Fall 2027 Y

Stage 5: De Anza General Education

No Value

No Value

Changed	Questions	Current Version	Proposed Version															
!	Stage 6: Content Review Matrix Liaison	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>5/4/26</td> <td>Req/Adv</td> <td>Prerequisite</td> <td>Required</td> <td>Remove this statement from here and place it under Objective 2 of Matrix H</td> </tr> <tr> <td>5/4/26</td> <td>Matrix H</td> <td>Objective 2</td> <td>Required</td> <td>List "Placement by audition based on the ability to play a band instrument and read music at sight."</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	5/4/26	Req/Adv	Prerequisite	Required	Remove this statement from here and place it under Objective 2 of Matrix H	5/4/26	Matrix H	Objective 2	Required	List "Placement by audition based on the ability to play a band instrument and read music at sight."
Date	Tab	Part - Field	Type of Edit	Edit														
5/4/26	Req/Adv	Prerequisite	Required	Remove this statement from here and place it under Objective 2 of Matrix H														
5/4/26	Matrix H	Objective 2	Required	List "Placement by audition based on the ability to play a band instrument and read music at sight."														
	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	MUSID042.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2026 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2021 12:00:00 AM
	Course Control Number	CCC000029774

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT- NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College

Course Outline of Record Report

05/08/2026

MUSID442. : Concert Band

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Marcel Macedo de Castro Lima
Course ID (CB01A and CB01B) :	MUSID442.
Short Course Title:	CONCERT BAND
Course Title (CB02) :	Concert Band
Department:	MUSI - Music
Effective Term:	Fall 2027
TOP Code (CB03) :	(1004.00) Music
CIP Code:	(50.0901) Music, General.
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	In this ensemble, students will study, prepare, and perform a diverse range of literature for concert band and wind ensemble. You will develop your musical abilities by exploring standard wind band performance practices—such as blend, balance, and intonation—and learn to apply these collaborative techniques to repertoire spanning traditional marches, classical transcriptions, and contemporary works. By the end of the course, students will gain advanced ensemble playing skills, a deeper understanding of wind band repertoire, and the ability to expressively interpret and perform music in a large group setting.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Music
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - MUSIC

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course offers a non-credit counterpart to MUSI 42, allowing community members, particularly older adults, to participate in De Anza's Concert Band.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- Basic Course Information - Course Description
- Specifications - 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.

The course engages students in a variety of assignment types, which together align with best practices for universal design for learning (multiple means of representation and action/expression). It's a ZTC course, and the school provides music and instrument loans free of cost for students.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class (Contact) Hours 48

Total Course Out-of-Class Hours 24

Total Student Learning Hours 48

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

Non-Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	1	2
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	12
Laboratory	36
NA	0
Total	48
Course Out-of-Class Hours	
Lecture	24
Laboratory	0
NA	0
Total	24

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Lecture/demonstration with student application

Assignments

- A. Daily practice and preparation of assigned musical selections.
- B. Participation in dress rehearsals and final quarterly concert.
- C. Preparation for special performances.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Ongoing assessment of student preparation of assigned material, as well as active classroom participation and responsiveness, evaluated on both objective quality, and individual improvement.
- B. Mid-term and Final tests to assess knowledge, independence, accuracy, and interpretation of the assigned repertoire by demonstrating correct intonation, phrasing balance, dynamics, and tone quality on his or her instrument.
- C. Final performance, assessed through demonstration of learned skills.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Access to a personally owned instrument and accessories (some instruments available for borrowing during the quarter)

Essential College Facilities:

- Adequate rehearsal hall and performance site
- Basic supply of college-owned instruments
- Current library of concert band repertoire

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
No Value	No Value	No Value	No Value	No Value

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Interpret musical works in the correct style and phrasing

Recognize the role of the conductor and conducting gestures

Detect and correct faulty intonation, rhythms, and tone quality

Prepare for public performance through individual practice

Demonstrate the value and importance of the special commitment to a performing group through consistent attendance and participation at rehearsals and concerts

CSLOs

Sight read, rehearse, and publicly perform selected repertoire from the Concert Band/Wind Ensemble literature found in various time periods up to the present.

Expected SLO Performance: 0.0

Participate in the art of performing in an ensemble by demonstrating correct intonation, phrasing, balance, dynamics, and tone quality on his or her instrument.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Interpret musical works in the correct style and phrasing
 - 1. Music for rehearsal and performance will be chosen from the Baroque, Classical, Romantic, Twentieth Century, Contemporary eras, Marches, and Broadway selections.
 - 2. Compositions and arrangements representing diverse genders and cultures from these time periods will be selected, in addition to student compositions as appropriate.
- B. Recognize the role of the conductor and conducting gestures
 - 1. Develop appropriate musical responses to gestures indicating meter, tempo, dynamics, and balance.
 - 2. Advanced students are given the opportunity to conduct.
- C. Detect and correct faulty intonation, rhythms, and tone quality
 - 1. Correct intonation through warm-ups, tuning procedures, and developing listening skills during rehearsals.
 - 2. Development of rhythmic vitality and accuracy.
 - 3. Awareness of proper breathing, embouchure, tonguing, and hand positions for better tone quality.
- D. Prepare for public performance through individual practice
 - 1. Repetition of assigned passages for perfection in daily practice.
 - 2. Apply the use of a metronome and/or tuning device in order to perfect intonation and performing at correct tempi.
- E. Demonstrate the value and importance of the special commitment to a performing group through consistent attendance and participation at rehearsals and concerts

1. Learning performance etiquette and concert attire.
2. Moving equipment for performances.
3. Being responsible for care of instruments, folders, and music.
4. Contribute to the success of the group through cooperation.

Lab Outline

- A. Students will rehearse selected repertoire
- B. Students will practice correct phrasing of musical passages.
- C. Students will practice balance and intonation with ensemble

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 1
- Lab Hrs: 3
- Lec Load: 0
- Lab Load: 0
- Total Load: 0
- Seat Ct: 0
- (mkct 05/08/2026)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

Placement by audition based on the ability to play a band instrument and read music at sight.

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form**Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Placement by audition based on the ability to play a band instrument and read music at sight.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/23/2026	Basic Course Information	Course Description	Suggested	Consider revisions to use welcoming, student-centered language and minimize the use of impersonal, course-centered language, and to describe the knowledge, skills, and abilities students will gain upon the completion of the course	Y

4/23/2026 Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, that's fine, just let me know in the Initiator response box.	N/A
4/23/2026 Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N/A

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/27/26	Specifications	Primary Texts	Required	In order to maintain UC-transferability, courses must have at least one primary textbook published within 7 years of the effective date of the courses. This would be a publication date of 2020 or more recent for courses effective Fall 2027; This course is not UC-transferable, but since it is mirrored with a class that is, I'm sending it back as well so the changes will be added to both	Y

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Req/Adv	Prerequisite	Required	Remove this statement from here and place it under Objective 2 of Matrix H	Y
5/4/26	Matrix H	Objective 2	Required	List "Placement by audition based on the ability to play a band instrument and read music at sight."	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/26	Req/Adv	Entrance Skills	Required	List "Placement by audition based on the ability to play a band instrument and read music at sight."	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

No Value

Stage 10: Curriculum Committee

No Value

CO
Sort ID (00 < 10; 0 < 100) No Value
Course Status No Value
Course Characteristics No Value
Cross-Listed/Related Course Information No Value
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) No Value
Curriculum Office Notes No Value

De Anza College

Course Outline of Record Report

05/07/2026

P ED032R : Defensive Techniques Women's Flag Football

General Information

Faculty Initiator:	<ul style="list-style-type: none"> • Rachel Catuiza • D'Agostino, Joe
Course ID (CB01A and CB01B) :	P ED032R
Short Course Title:	No value
Course Title (CB02) :	Defensive Techniques Women's Flag Football
Department:	P E - Physical Education
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is an introduction to the discipline of Kinesiology through women's flag football defensive techniques. It includes a global and historical examination of the skills and strategies used in flag football defense, as well as the evolution of the game and the factors that have shaped its modern form. Through the study of film, use of playbooks, and collaborative team activities, students will learn the key components of defensive play, including coverage schemes, positioning, communication, and flag-pulling techniques. In addition, principles of exercise physiology, nutrition, flexibility, and strength training for performance and injury prevention will be emphasized.
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • Physical Education
Discipline 2:	<ul style="list-style-type: none"> • Coaching
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> • FHDA FSA - PHYSICAL EDUCATION

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This course supports institutional goals of promoting student wellness, engagement, and inclusive excellence by providing a structured, team-based physical activity that is accessible to a wide range of students. Women's Flag Football offers a non-contact alternative to traditional football, reducing barriers to participation while maintaining the strategic and athletic elements of the game. As interest in women's defensive flag football techniques continues to grow at the high school, collegiate, and national levels, this course provides timely and relevant opportunities for skill development and competitive play.

Stand-Alone Statement**Stand-Alone Statement**

No Value

Course Philosophy**Course Philosophy**

No Value

CTE Course**Is this a CTE (Career Technical Education) course?**

No

Honors/Non-honors Course**Is this an honors/non-honors course?**

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

This course is committed to fostering a diverse, equitable, and inclusive environment where all students feel welcomed, respected, and supported. We recognize and value the unique backgrounds, identities, and experiences that each participant brings to the class, and we strive to create a space where everyone has equal opportunity to learn, participate, and succeed. In Women's Defensive Flag Football Techniques, inclusivity is central to both instruction and team dynamics. Students of all skill levels, abilities, and identities are encouraged to engage fully in course activities. Instructional methods, team assignments, and gameplay are designed to promote fairness, accessibility, and mutual respect.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade

Repeat Limit

5

Course Prior To College Level

Not applicable.

Repeatability Statement

(Satisfies the requirement of an intercollegiate athletics course. May be taken

up to six times for credit.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

University of California - Berkley PE 32

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 2

Maximum Credit Units 2

Total Course In-Class (Contact) Hours 72

Total Course Out-of-Class Hours 0

Total Student Learning Hours 72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Instruction in this course will be delivered through a combination of classroom, field-based, and technology-supported learning approaches designed to develop both theoretical understanding and practical football skills.

Lecture & Chalk Talk Sessions

Instructor-led presentations covering rules, terminology, offensive/defensive concepts, and game strategy.

On-Field Demonstration & Skill Instruction

Hands-on teaching of fundamental techniques (stance, footwork, blocking, tackling, passing, receiving) with live demonstrations and guided practice.

Drills & Repetition-Based Training

Position-specific and team drills emphasizing muscle memory, execution, and performance consistency.

Small Group Instruction / Position Breakdowns

Students will work in units (e.g., offensive line, skill positions, defensive backs) for more focused coaching and feedback.

Film Study & Video Analysis

Review of practice and game footage to analyze technique, decision-making, and scheme execution.

Playbook Installation & Strategy Sessions

Learning offensive and defensive systems, formations, and situational football through structured walkthroughs.

Walkthroughs & Controlled Scrimmages

Low-speed and full-speed simulations to reinforce assignments, communication, and teamwork.

Strength & Conditioning Integration

Basic principles of football-specific fitness, injury prevention, and performance development.

Peer Teaching & Collaborative Learning

Students may lead drills, explain concepts, or evaluate teammates to reinforce understanding.

Assessment & Feedback

Ongoing instructor evaluation through observation, skill testing, written quizzes, and performance review.

Assignments

- A. Students will write a 2–3 page paper identifying and explaining core women's flag football defensive concepts, including alignment, assignment, pursuit angles, leverage, and flag-pulling technique. Students will analyze how these principles apply across common flag football defensive structures (e.g., zone coverage, man-to-man, and hybrid schemes) and explain how each position group contributes to overall defensive success.
- B. Students will work in small groups to analyze game film focusing on flag football defensive technique, effort, communication, and decision-making. Each group will deliver a 5–8 minute oral presentation evaluating proper and improper techniques—such as positioning, angles to the ball, and flag-pulling—as well as examples of sportsmanship and ethical conduct demonstrated before, during, and after competition.
- C. Students will design and demonstrate a position-specific defensive drill (e.g., rusher, linebacker, or defensive back) that teaches a fundamental flag football skill such as flag-pulling, pass coverage, or containment. Students must submit a written plan and perform a live demonstration with peer participation. Students will participate in a guided discussion and submit a 1–2 page reflection examining how women's flag football techniques and participation have evolved across different cultures, communities, and levels of play. Topics include the growth of women's flag football, international development of the sport, and varying coaching philosophies.
- D. Students will research and create a timeline presentation outlining the historical evolution of defensive strategies in football with an emphasis on flag football, including developments such as zone coverage concepts, pressure strategies (legal rush/blitz rules), and modern hybrid approaches. Students will connect historical changes to current flag football strategies.
- E. Students will participate in structured on-field or classroom-based flag football simulations where they must diagnose offensive formations, communicate defensive calls, and adjust responsibilities in real time. Students will complete a post-activity written reflection analyzing their

decisions, communication, and overall outcomes.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Student performance will be evaluated using a criterion-based rubric that measures conceptual understanding, application, and analytical depth.
- B. Student performance will be assessed using a combination of group oral presentations, individual accountability measures, and instructor observation to ensure both collaborative and individual learning are evaluated.
- C. Student performance will be evaluated using a combination of design rubric, live performance assessment, participation, and reflective writing, ensuring both practical and analytical competencies are measured.
- D. Student overall understanding of defensive techniques will be assessed using a research-based final exam, supported by instructor evaluation and optional formative checks.
- E. Student performance will be evaluated through a combination of live performance assessment, instructor observation, and reflective video analysis, ensuring both applied skills and analytical thinking are measured.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Player's handbook and appropriate football attire

Essential College Facilities:

- Classroom, football field, alternate practice areas, audio-visual equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Richman, Eric	Interdisciplinary Perspectives in Lifetime Wellness	ALG Commons	Spring, 2022	https://oer.galileo.usg.edu/health-textbooks/9/

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Students will examine global, cultural, and gender influences, trace the historical development of flag football, and evaluate the growth and advocacy shaping participation across all levels.

Students will analyze rule evolution, safety standards, officiating, and the impact of facilities and organizational structures on participation and performance.

Students will analyze offensive tendencies, apply situational defensive concepts, and adapt strategies based on formations, game conditions, and opponent behavior.

Students will develop and apply flag pulling, pursuit angles, coverage techniques, positioning, and rule-based defensive execution.

Students will identify and apply defensive philosophies, coverages (zone and man), and alignment structures to effectively stop offensive attacks.

Students will evaluate film, identify offensive tendencies, develop scouting reports, and create and adjust defensive game plans.

Students will apply training principles, conditioning methods, recovery strategies, and sport science concepts to improve defensive performance, prevent injury, and support long-term athlete development.

CSLOs

Demonstrate the ability to perform and apply flag football strategies on Offense using proper techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.

Expected SLO Performance: 0.0

Apply knowledge of basic fitness concepts as they correlate to health and wellness.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Global, Historical, and Social Development of Women's Flag Football
 - 1. Students will examine global, cultural, and gender influences, trace the historical development of flag football, and evaluate the growth and advocacy shaping participation across all levels.
- B. Rules, Safety, and Facilities
 - 1. Students will analyze rule evolution, safety standards, officiating, and the impact of facilities and organizational structures on participation and performance.
- C. Defensive Strategy and Tactical Decision-Making
 - 1. Students will analyze offensive tendencies, apply situational defensive concepts, and adapt strategies based on formations, game conditions, and opponent behavior.
- D. Core Defensive Skills, Techniques, and Execution
 - 1. Students will develop and apply flag pulling, pursuit angles, coverage techniques, positioning, and rule-based defensive execution.
- E. Defensive Systems, Coverages, and Alignments
 - 1. Students will identify and apply defensive philosophies, coverages (zone and man), and alignment structures to effectively stop offensive attacks.
- F. Film Analysis, Scouting, and Game Planning
 - 1. Students will evaluate film, identify offensive tendencies, develop scouting reports, and create and adjust defensive game plans.
- G. Strength, Conditioning, and Performance Development
 - 1. Students will apply training principles, conditioning methods, recovery strategies, and sport science concepts to improve defensive performance, prevent injury, and support long-term athlete development.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 2
- Lab Hrs: 6
- Lab Load: .100
- Seat Ct: Not provided
- (mkct 05/07/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the prerequisite for the course, complete the objective(s) below. If this prerequisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

Assignment 1. Students will write a 2–3 page paper identifying and explaining core football concepts including alignment, assignment, pursuit, leverage, and tackling. Students will analyze how these principles apply across multiple defensive schemes (4-3, 3-4, and hybrid defenses) and explain how each position group contributes to overall defensive success. Group contributes to overall success.

Objective 3: Compose and support thesis statements for analytical essays.

Assignment 1. Students will write a 2–3 page paper identifying and explaining core football concepts including alignment, assignment, pursuit, leverage, and tackling. Students will analyze how these principles apply across multiple defensive schemes (4-3, 3-4, and hybrid defenses) and explain how each position group contributes to overall defensive success. Group contributes to overall success.

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

Students enrolling in this course should possess basic physical fitness, fundamental movement skills, and a general understanding of team sport dynamics. These entrance skills are necessary to ensure safe participation, effective skill development, and the ability to engage in the strategic and collaborative aspects of women's flag football. 1- Students may have developed abilities through prior physical education courses, athletic participation, or general fitness activities. 2- Students typically gain this knowledge through participation in organized varsity or club team sports. 3- Skills required are developed through prior group-based activities, academic coursework, or athletic team experiences. 4- Students meet this expectation through enrollment in the course and commitment to active participation in an intercollegiate team setting.

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment 5- Students will participate in structured on-field or classroom-based flag football simulations where they must diagnose offensive formations, communicate defensive calls, and adjust responsibilities in real time. Students will complete a post-activity written reflection analyzing their decisions, communication, and overall outcomes.

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluations B- Student performance will be assessed using a combination of group oral presentations, individual accountability measures, and instructor observation to ensure both collaborative and individual learning are evaluated.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Method of Evaluations C- Student overall understanding of defensive techniques will be assessed using a research-based final exam, supported by instructor evaluation and optional formative checks.

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline A- Examine global, cultural, and gender-driven influences, landmark events, and changes in rules, safety standards, and accessibility that have shaped the development of women’s flag football, including its techniques, etiquette, equipment, and facilities

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment 4- Students will research and create a timeline presentation outlining the historical evolution of defensive strategies in football with an emphasis on flag football, including developments such as zone coverage concepts, pressure strategies (legal rush/blitz rules), and modern hybrid approaches. Students will connect historical changes to current flag football strategies.

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment 3- Students will design and demonstrate a position-specific defensive drill (e.g., rusher, linebacker, or defensive back) that teaches a fundamental flag football skill such as flag-pulling, pass coverage, or containment. Students must submit a written plan and perform a live demonstration with peer participation. Students will participate in a guided discussion and submit a 1–2 page reflection examining how women’s flag football techniques and participation have evolved across different cultures, communities, and levels of play. Topics include the growth of women’s flag football, international development of the sport, and varying coaching philosophies.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/25/2026	Specifications	Methods of Instruction	Suggested	There are currently no methods of instructions. Consider adding these if appropriate.	Y
04/25/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's absolutely fine — Just let me know in the Initiator response box.	N
04/25/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/28/26	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	If you answered yes to UC-transferable, you also need to put a course in for the second question. I always suggest using UC Berkeley's P E 32 course, as that is truly the only PE course offered by a UC	Y
04/28/26	Learning Objectives	Course Objectives	Required	Your learning objectives is currently a mix of objectives and a list of topics. Objectives indicate what we want students to be able to do at the end of the course, and typically start with a Bloom's taxonomy verb. Please remove all items that are not objectives from this area, and rewrite as needed.	Y
04/28/26	Outline	Course Outline	Required	The main points of the course outline should be updated to reflect the changes made to the objectives.	Y
04/28/26	Specifications	Primary Texts	Required	In order to be UC-transferable, all courses must have at least one Primary Textbook that has been published within 7 years of the effective date of the course. For courses effective Fall 2027, you must have one textbook published 2020 or more recent.	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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/2026	Learning Outcomes	CSLO #1	Required	“Students will demonstrate the ability to perform and apply flag football strategies on Defense using proper techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.” Student Learning Outcome must begin with a Bloom’s Taxonomy verb and not with “Students will”. Suggestion: Demonstrate the ability to perform and apply flag football strategies on Defense using proper techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.	Y

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value
Course Status No Value
Course Characteristics No Value
Cross-Listed/Related Course Information No Value
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) No Value
Curriculum Office Notes No Value

De Anza College

Course Outline of Record Report

05/07/2026

P ED032U : Offensive Techniques Women's Flag Football

General Information

Faculty Initiator:	<ul style="list-style-type: none"> • Rachel Catuiza • D'Agostino, Joe
Course ID (CB01A and CB01B) :	P ED032U
Short Course Title:	No value
Course Title (CB02) :	Offensive Techniques Women's Flag Football
Department:	P E - Physical Education
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course is an introduction to the discipline of Kinesiology through women's flag football offensive techniques. It includes a global and historical examination of the skills and strategies used in flag football offense, as well as the evolution of the game and the factors that have shaped its modern form. Through the study of film, use of playbooks, and collaborative team activities, students will learn the key components of offensive play, including formations, route concepts, timing, spacing, ball distribution, and decision-making. In addition, principles of exercise physiology, nutrition, flexibility, and strength training for performance and injury prevention will be emphasized.
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • Physical Education
Discipline 2:	<ul style="list-style-type: none"> • Coaching
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> • FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course supports institutional goals of promoting student wellness, engagement, and inclusive excellence by providing a structured, team-based learning environment focused on offensive flag football techniques. Offensive play offers opportunities for a wide range of students to participate in clearly defined roles that emphasize skill development, coordination, and strategic execution. With an emphasis on technique, communication, and situational awareness, the course provides an accessible entry point into football while maintaining the competitive and analytical elements of the game. As the importance of offense continues to be recognized across high school, collegiate, and professional levels, this course offers timely and relevant instruction in a critical phase of football that often determines game outcomes.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- Basic Course Information - Course Description
- Specifications - 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.

This course incorporates Diversity, Equity, and Inclusion (DEI) by creating an environment where all students can participate, contribute, and develop regardless of prior flag football experience or physical background. Strategies in offensive flag football emphasize clearly defined roles that accommodate a wide range of skill sets, allowing equitable access to participation and success. Instruction is designed to support different learning styles through a combination of visual (film study), verbal (communication systems), and kinesthetic (on-field application) methods. Collaborative activities, such as unit-based assignments and group game planning, promote teamwork, communication, and shared responsibility among diverse student populations. Additionally, the course highlights the evolving and inclusive nature of Women's Flag Football by recognizing opportunities for participation across genders, backgrounds, and experience levels while fostering respect, accountability, and a sense of belonging within a team structure.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade

Repeat Limit

Course Prior To College Level

Repeatability Statement

5 Not applicable. (Satisfies the requirement of an intercollegiate athletics course. May be taken up to six times for credit.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

University of California - Berkley PE 32

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	0
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Instruction in this course will be delivered through a combination of classroom, field-based, and technology-supported learning approaches designed to develop both theoretical understanding and practical football skills.

Lecture & Chalk Talk Sessions

Instructor-led presentations covering rules, terminology, offensive/defensive concepts, and game strategy.

On-Field Demonstration & Skill Instruction

Hands-on teaching of fundamental techniques (stance, footwork, blocking, tackling, passing, receiving) with live demonstrations and guided practice.

Drills & Repetition-Based Training

Position-specific and team drills emphasizing muscle memory, execution, and performance consistency.

Small Group Instruction / Position Breakdowns

Students will work in units (e.g., offensive line, skill positions, defensive backs) for more focused coaching and feedback.

Film Study & Video Analysis

Review of practice and game footage to analyze technique, decision-making, and scheme execution.

Playbook Installation & Strategy Sessions

Learning offensive and defensive systems, formations, and situational football through structured walkthroughs.

Walkthroughs & Controlled Scrimmages

Low-speed and full-speed simulations to reinforce assignments, communication, and teamwork.

Strength & Conditioning Integration

Basic principles of football-specific fitness, injury prevention, and performance development.

Peer Teaching & Collaborative Learning

Students may lead drills, explain concepts, or evaluate teammates to reinforce understanding.

Assessment & Feedback

Ongoing instructor evaluation through observation, skill testing, written quizzes, and performance review.

Assignments

- A. Students will write a 2–3 page paper identifying and explaining core women's flag football offensive concepts, including alignment, assignment, pursuit angles, leverage, and flag-pulling technique. Students will analyze how these principles apply across common flag football defensive structures (e.g., zone coverage, man-to-man, and hybrid schemes) and explain how each position group contributes to overall defensive success.
- B. Students will work in small groups to analyze game film focusing on flag football offensive technique, effort, communication, and decision-making. Each group will deliver a 5–8 minute oral presentation evaluating proper and improper techniques—such as positioning, angles to the ball, and flag-pulling—as well as examples of sportsmanship and ethical conduct demonstrated before, during, and after competition.
- C. Students will design and demonstrate a position-specific offensive drill (e.g., Quarterback, Running-back, Wide Receiver, Offensive Line) that teaches a fundamental flag football skill such as flag-avoidance, pass play, or run play. Students must submit a written plan and perform a live demonstration with peer participation.
- D. Students will participate in a guided discussion and submit a 1–2 page reflection examining how women's flag football techniques and participation have evolved across different cultures, communities, and levels of play. Topics include the growth of women's flag football, international development of the sport, and varying coaching philosophies.
- E. Students will research and create a timeline presentation outlining the historical evolution of offensive strategies in football with an emphasis on flag football, including developments such as zone coverage pass concepts, run pressure strategies, and modern hybrid approaches. Students will connect historical changes to current flag football strategies.

F. Students will participate in structured on-field or classroom-based flag football simulations where they must diagnose defensive structures, communicate defensive coverages, and adjust responsibilities in real time. Students will complete a post-activity written reflection analyzing their decisions, communication, and overall outcomes.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Student performance will be evaluated using a criterion-based rubric that measures conceptual understanding, application, and analytical depth.
- B. Student performance will be assessed using a combination of group oral presentations, individual accountability measures, and instructor observation to ensure both collaborative and individual learning are evaluated.
- C. Student performance will be evaluated using a combination of design rubric, live performance assessment, participation, and reflective writing, ensuring both practical and analytical competencies are measured.
- D. Student overall understanding of defensive techniques will be assessed using a research-based final exam, supported by instructor evaluation and optional formative checks.
- E. Student performance will be evaluated through a combination of live performance assessment, instructor observation, and reflective video analysis, ensuring both applied skills and analytical thinking are measured.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Player's handbook, appropriate football attire, and cleats

Essential College Facilities:

- Classroom, football fields, alternate practice areas, audio-Visual equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Richman, Eric	Interdisciplinary Perspectives in Lifetime Wellness	ALG Commons	Spring, 2022	https://oer.galileo.usg.edu/health-textbooks/9/

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Students will examine global, cultural, and gender influences, trace the historical development of flag football, and evaluate the growth and advocacy shaping participation across all levels.

Students will analyze rule evolution, safety standards, officiating, and the impact of facilities and organizational structures on participation and performance.

Students will analyze defensive coverages, apply situational football concepts, and adapt offensive strategies based on opponent tendencies and game conditions.

Students will develop and apply quarterback mechanics, route running, ball handling, spacing, timing, and rule-based execution in gameplay.

Students will identify and apply offensive philosophies, formations, and route concepts to effectively attack both zone and man defenses.

Students will evaluate film, identify opponent tendencies, develop scouting reports, and create and adjust offensive game plans.

Students will apply training principles, conditioning methods, recovery strategies, and sport science concepts to improve performance, prevent injury, and support long-term athlete development.

CSLOs

Demonstrate the ability to perform and apply flag football strategies on Offense using proper techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.

Expected SLO Performance: 0.0

Apply knowledge of basic fitness concepts as they correlate to health and wellness.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Global, Historical, and Social Development of Women's Flag Football
 - 1. Students will examine global, cultural, and gender influences, trace the historical development of flag football, and evaluate the growth and advocacy shaping participation across all levels.
- B. Rules, Safety, and Facilities
 - 1. Students will analyze rule evolution, safety standards, officiating, and the impact of facilities and organizational structures on participation and performance.
- C. Offensive Strategy and Tactical Decision-Making
 - 1. Students will analyze defensive coverages, apply situational football concepts, and adapt offensive strategies based on opponent tendencies and game conditions.
- D. Core Offensive Skills, Techniques, and Execution
 - 1. Students will develop and apply quarterback mechanics, route running, ball handling, spacing, timing, and rule-based execution in gameplay.
- E. Offensive Systems, Formations, and Concepts
 - 1. Students will identify and apply offensive philosophies, formations, and route concepts to effectively attack both zone and man defenses.
- F. Film Analysis, Scouting, and Game Planning
 - 1. Students will evaluate film, identify opponent tendencies, develop scouting reports, and create and adjust offensive game plans.
- G. Strength, Conditioning, and Performance Development
 - 1. Students will apply training principles, conditioning methods, recovery strategies, and sport science concepts to improve performance, prevent injury, and support long-term athlete development.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 2
- Lab Hrs: 6
- Lab Load: .100
- Seat Ct: Not provided
- (mkct 05/07/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

Assignment 1. Students will write a 2–3 page paper identifying and explaining core football concepts including alignment, assignment, pursuit, leverage, and tackling. Students will analyze how these principles apply across multiple defensive schemes (4-3, 3-4, and hybrid defenses) and explain how each position group contributes to overall defensive success. Group contributes to overall success.

Objective 3: Compose and support thesis statements for analytical essays.

Assignment 1. Students will write a 2–3 page paper identifying and explaining core football concepts including alignment, assignment, pursuit, leverage, and tackling. Students will analyze how these principles apply across multiple defensive schemes (4-3, 3-4, and hybrid defenses) and explain how each position group contributes to overall defensive success. Group contributes to overall success.

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those

skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

Students enrolling in this course should possess basic physical fitness, fundamental movement skills, and a general understanding of team sport dynamics. These entrance skills are necessary to ensure safe participation, effective skill development, and the ability to engage in the strategic and collaborative aspects of women's flag football. 1- Students may have developed abilities through prior physical education courses, athletic participation, or general fitness activities. 2- Students typically gain this knowledge through participation in organized varsity or club team sports. 3- Skills required are developed through prior group-based activities, academic coursework, or athletic team experiences. 4- Students meet this expectation through enrollment in the course and commitment to active participation in an intercollegiate team setting.

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment 5- Students will participate in structured on-field or classroom-based flag football simulations where they must diagnose offensive formations, communicate defensive calls, and adjust responsibilities in real time. Students will complete a post-activity written reflection analyzing their decisions, communication, and overall outcomes.

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluations B- Student performance will be assessed using a combination of group oral presentations, individual accountability measures, and instructor observation to ensure both collaborative and individual learning are evaluated.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Method of Evaluations C- Student overall understanding of defensive techniques will be assessed using a research-based final exam, supported by instructor evaluation and optional formative checks.

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline A- Examine global, cultural, and gender-driven influences, landmark events, and changes in rules, safety standards, and accessibility that have shaped the development of women's flag football, including its techniques, etiquette, equipment, and facilities

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment 4- Students will research and create a timeline presentation outlining the historical evolution of defensive strategies in football with an emphasis on flag football, including developments such as zone coverage concepts, pressure strategies (legal rush/blitz rules), and modern hybrid approaches. Students will connect historical changes to current flag football strategies.

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment 3- Students will design and demonstrate a position-specific defensive drill (e.g., rusher, linebacker, or defensive back) that teaches a fundamental flag football skill such as flag-pulling, pass coverage, or containment. Students must submit a written plan and perform a live demonstration with peer participation. Students will participate in a guided discussion and submit a 1–2 page reflection examining how women’s flag football techniques and participation have evolved across different cultures, communities, and levels of play. Topics include the growth of women’s flag football, international development of the sport, and varying coaching philosophies.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/25/2026	Specifications	Methods of Instruction	Suggested	There are currently no methods of instructions. Consider adding these if appropriate.	Y
04/25/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's absolutely fine — Just let me know in the Initiator response box.	N
04/25/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/28/26	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	If you answered yes to UC-transferable, you also need to put a course in for the second question. I always suggest using UC Berkeley's P E 32 course, as that is truly the only PE course offered by a UC	Y
04/28/26	Learning Objectives	Course Objectives	Required	Your learning objectives is currently a list of topics, but are not objectives. Objectives indicate what we want students to be able to do at the end of the course, and typically start with a Bloom's taxonomy verb.	Y
04/28/26	Outline	Course Outline	Required	The main points of the course outline should be updated to reflect the changes made to the objectives.	Y
04/28/26	Specifications	Primary Texts	Required	In order to be UC-transferable, all courses must have at least one Primary Textbook that has been published within 7 years of the effective date of the course. For courses effective Fall 2027, you must have one textbook published 2020 or more recent.	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

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/4/2026	Learning Outcomes	CSLO #1	Required	"Students will demonstrate the ability to perform and apply flag football strategies on Offense using proper techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations." Student Learning Outcome must begin with a Bloom's Taxonomy verb and not with "Students will". Suggestion: Demonstrate the ability to perform and apply flag football strategies on Offense using proper techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.	Y

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

05/07/2026

P ED032X : Special Teams Techniques Football

General Information

Faculty Initiator:	<ul style="list-style-type: none"> • Rachel Catuiza • D'Agostino, Joe
Course ID (CB01A and CB01B) :	P ED032X
Short Course Title:	No value
Course Title (CB02) :	Special Teams Techniques Football
Department:	P E - Physical Education
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	This course provides an introduction to the discipline of Kinesiology through the study of football special teams. Students will examine the historical development, strategic importance, and technical execution of special teams units, including kickoff, kickoff return, punt, punt return, field goal, and extra point operations. Emphasis is placed on field position, situational football, teamwork, and the role special teams play in determining game outcomes. Instruction will include film study, playbook analysis, and on-field application. Principles of exercise physiology, nutrition, strength, speed, flexibility, and injury prevention will also be integrated to support performance.
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • Physical Education
Discipline 2:	<ul style="list-style-type: none"> • Coaching
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> • FHDA FSA - FOOTBALL

Formerly Statement

Formerly Statement

No Value

Course Justification**Course Justification**

This course supports institutional goals of promoting student wellness, engagement, and inclusive excellence by providing a structured, team-based learning environment focused on special teams football. Special teams play offers opportunities for a wide range of students to participate in clearly defined roles that emphasize skill development, coordination, and strategic execution. With an emphasis on technique, communication, and situational awareness, the course provides an accessible entry point into football while maintaining the competitive and analytical elements of the game. As the importance of special teams continues to be recognized across high school, collegiate, and professional levels, this course offers timely and relevant instruction in a critical phase of football that often determines game outcomes.

Stand-Alone Statement**Stand-Alone Statement**

No Value

Course Philosophy**Course Philosophy**

No Value

CTE Course**Is this a CTE (Career Technical Education) course?**

No

Honors/Non-honors Course**Is this an honors/non-honors course?**

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- Basic Course Information - Course Description
- Specifications - 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.

This course incorporates Diversity, Equity, and Inclusion (DEI) by creating an environment where all students can participate, contribute, and develop regardless of prior football experience or physical background. Special teams football emphasizes clearly defined roles that accommodate a wide range of skill sets, allowing equitable access to participation and success. Instruction is designed to support different learning styles through a combination of visual (film study), verbal (communication systems), and kinesthetic (on-field application) methods. Collaborative activities, such as unit-based assignments and group game planning, promote teamwork, communication, and shared responsibility among diverse student populations. Additionally, the course highlights the evolving and inclusive nature of football by recognizing opportunities for participation across genders, backgrounds, and experience levels while fostering respect, accountability, and a sense of belonging within a team structure.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade

Repeat Limit

Course Prior To College Level

Repeatability Statement

5 Not applicable. (Satisfies the requirement of an intercollegiate athletics course. May be taken up to six times for credit.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

University California - Berkley PE 32

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	0
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Instruction in this course will be delivered through a combination of classroom, field-based, and technology-supported learning approaches designed to develop both theoretical understanding and practical football skills.

Lecture & Chalk Talk Sessions

Instructor-led presentations covering rules, terminology, offensive/defensive concepts, and game strategy.

On-Field Demonstration & Skill Instruction

Hands-on teaching of fundamental techniques (stance, footwork, blocking, tackling, passing, receiving) with live demonstrations and guided practice.

Drills & Repetition-Based Training

Position-specific and team drills emphasizing muscle memory, execution, and performance consistency.

Small Group Instruction / Position Breakdowns

Students will work in units (e.g., offensive line, skill positions, defensive backs) for more focused coaching and feedback.

Film Study & Video Analysis

Review of practice and game footage to analyze technique, decision-making, and scheme execution.

Playbook Installation & Strategy Sessions

Learning offensive and defensive systems, formations, and situational football through structured walkthroughs.

Walkthroughs & Controlled Scrimmages

Low-speed and full-speed simulations to reinforce assignments, communication, and teamwork.

Strength & Conditioning Integration

Basic principles of football-specific fitness, injury prevention, and performance development.

Peer Teaching & Collaborative Learning

Students may lead drills, explain concepts, or evaluate teammates to reinforce understanding.

Assessment & Feedback

Ongoing instructor evaluation through observation, skill testing, written quizzes, and performance review.

Assignments

- A. **Written Analysis of Special Teams Concepts:** Students will write a 2–3 page paper identifying and explaining core football special teams concepts, including field position, lane integrity, leverage, pursuit angles, and situational awareness. Students will analyze kickoff, kickoff return, punt, punt return, and field goal/extra point units, and explain how special teams influence momentum, scoring, and field position.
- B. **Film Study and Oral Presentation:** Students will work in small groups to analyze game film focusing on special teams execution, including kickoff coverage, return alignment, blocking assignments, communication, and effort. Each group will deliver a 5–8 minute oral presentation evaluating proper and improper technique, missed assignments, and examples of discipline, effort, and sportsmanship.
- C. **Special Teams Unit Design and Demonstration:** Students will design and demonstrate a special teams unit drill (kickoff coverage, kickoff return, punt unit, or field goal protection). Students must submit a written plan outlining assignments, coaching points, and alignment rules, and then perform a live demonstration with peer participation.
- D. **Reflection on the Role of Special Teams in Football:** Students will participate in a guided discussion and submit a 1–2 page written reflection examining the importance of special teams in football. Topics include field position strategy, hidden yardage, game-changing plays, coaching philosophy, and the evolving emphasis on special teams at the high school, collegiate, and professional levels.
- E. **Research Presentation: Evolution of Special Teams Strategy:** Students will research and create a presentation outlining the historical development of special teams in football. Topics include rule changes, evolution of kickoff and punt strategies, increased emphasis on analytics and field position, and how modern coaching has elevated special teams into a game-defining phase.
- F. **Game Simulation and Applied Performance Evaluation:** Students will participate in structured on-field or classroom-based special teams simulations (kickoff, kickoff return, punt coverage, or field goal situations). Students must execute assignments, adjust to motion and

alignment changes, and respond to situational calls. A written reflection will evaluate decision-making, communication, and overall execution.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Evaluation of written assignments measuring the student's ability to identify and explain core special teams football concepts including alignment, assignment, leverage, pursuit, and tackling. Assessment will be based on accuracy of content, depth of analysis, organization, and clarity of written communication.
- B. Evaluation of oral presentations and group collaboration assessing the student's ability to analyze special teams techniques through film study. Students will be evaluated on clarity of presentation, application of defensive concepts, and ability to identify and critique decision-making. Evaluation of sportsmanship and ethical conduct through film before, during and after competitions to analyze sportsmanship and ethical conduct.
- C. Evaluation of written drill design and live demonstration assessing the student's ability to apply special teams techniques in a practical setting. Students will be evaluated on proper technique execution, clarity of instruction, organization of the drill, and effectiveness in teaching fundamental defensive skills.
- D. Evaluation of written reflections and participation in guided discussions assessing the student's ability to analyze diverse perspectives related to gender, culture, and societal influences in football. Assessment will be based on critical thinking, engagement in discussion, and clarity of written expression.
- E. Evaluation of research-based presentations assessing the student's ability to explain the historical development of special teams football strategies. Students will be evaluated on accuracy of historical information, ability to connect past developments to modern defensive systems, organization, and effectiveness of oral and written communication.
- F. Evaluation of student performance during simulated game scenarios and written reflections assessing the ability to apply concepts in real-time situations. Students will be evaluated on decision-making, understanding of assignments, adaptability, and ability to analyze and reflect on performance outcomes.
- G. Comprehensive Final Exam

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Player's handbook and appropriate football attire

Essential College Facilities:

- Classroom, football field, alternate practice areas, audio-visual equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Richman, Eric	Interdisciplinary Perspectives in Lifetime Wellness	ALG Commons	Spring, 2022	https://oer.galileo.usg.edu/health-textbooks/9/

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Students will describe the evolution of special teams, analyze rule impacts, and explain how field position, momentum, and decision-making influence game outcomes.

Students will identify key special teams positions, explain unit structure and roster specialization, and demonstrate effective communication and leadership.

Students will demonstrate techniques and strategies for kickoff, punt, and field goal units, including coverage, returns, protection schemes, and execution.

Students will analyze game situations, evaluate risk-based decisions, and design special teams plays (including trick plays) to create competitive advantages.

Students will analyze film and performance metrics, design effective practice plans, and apply communication systems to improve execution and game-day adjustments.

CSLOs

Demonstrate the ability to perform and apply football strategies of Special Teams, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.

Expected SLO Performance: 0.0

Apply knowledge of basic fitness concepts as they correlate to health and wellness.

Expected SLO Performance: 0.0

Outline**Course Outline**

- A. Foundations & Strategy of Special Teams
 - 1. Students will describe the evolution of special teams, analyze rule impacts, and explain how field position, momentum, and decision-making influence game outcomes.
- B. Personnel, Roles & Unit Organization
 - 1. Students will identify key special teams positions, explain unit structure and roster specialization, and demonstrate effective communication and leadership.
- C. Core Special Teams Systems (Kickoff, Punt, Field Goal)
 - 1. Students will demonstrate techniques and strategies for kickoff, punt, and field goal units, including coverage, returns, protection schemes, and execution.
- D. Situational Strategy & Competitive Advantage
 - 1. Students will analyze game situations, evaluate risk-based decisions, and design special teams plays (including trick plays) to create competitive advantages.
- E. Performance Analysis, Practice Design & Communication

1. Students will analyze film and performance metrics, design effective practice plans, and apply communication systems to improve execution and game-day adjustments.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 2
- Lab Hrs: 6
- Lab Load: .100
- Seat Ct: Not provided
- (mkct 05/07/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation A -Evaluation of written assignments measuring the student's ability to identify and explain core offensive football concepts, apply terminology accurately, and demonstrate critical thinking through analysis of offensive systems. Assessment will be based on accuracy, organization, and clarity of written communication.

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation B - Evaluation of oral presentations and group collaboration assessing the student's ability to analyze offensive performance and communicate findings effectively. Evaluation of sportsmanship and ethical conduct through film before, during and after competitions to analyze sportsmanship and ethical conduct.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation C - Evaluation of written drill design and live demonstration assessing the student's ability to apply offensive techniques in a practical setting. Students will be evaluated on clarity of instruction, proper execution, organization, and effectiveness in teaching offensive fundamentals.

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation D - Evaluation of written reflections and participation in collaborative discussions assessing the student's ability to analyze diverse perspectives and communicate ideas effectively. Assessment will be based on critical thinking, engagement, and clarity of written expression.

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation E - Evaluation of research-based oral and written presentations assessing the student's ability to explain historical developments in offensive football and apply them to current strategies. Assessment will be based on accuracy, organization, and depth of analysis.

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.)

Methods of Evaluation F - Evaluation of performance during simulations and written reflections assessing the student's ability to apply offensive strategies and techniques in real-time situations. Students will be evaluated on decision-making, execution, adaptability, and analytical reflection.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/25/2026	Specifications	Methods of Instruction	Suggested	There are currently no methods of instructions. Consider adding these if appropriate.	Y
04/25/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's absolutely fine — Just let me know in the Initiator response box.	N
04/25/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	
04/25/2026	Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/28/26	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	If you answered yes to UC-transferable, you also need to put a course in for the second question. I always suggest using UC Berkeley's P E 32 course, as that is truly the only PE course offered by a UC	Y
04/28/26	Learning Objectives	Course Objectives	Required	Your learning objectives is currently a list of topics, but are not objectives. Objectives indicate what we want students to be able to do at the end of the course, and typically start with a Bloom's taxonomy verb.	Y
04/28/26	Outline	Course Outline	Required	The main points of the course outline should be updated to reflect the changes made to the objectives.	Y
04/28/26	Specifications	Primary Texts	Required	In order to be UC-transferable, all courses must have at least one Primary Textbook that has been published within 7 years of the effective date of the course. For courses effective Fall 2027, you must have one textbook published 2020 or more recent.	Y

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/3/26	Matrix H		Required	Please clarify your entrance skills. What you have written under Objective 5 does not match what you have written on the Req/Adv tab. Recommendation: Delete what you have written in objective 5 and under objective 2 write, " Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association)." Y	

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/2026	Learning Outcomes	CSLO #1	Required	Students will demonstrate the ability to perform and apply football strategies of Special Teams, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations. Learning outcome must start with Bloom's Taxonomy verb and not with "Students will. . . Suggestion: Demonstrate the ability to perform and apply football strategies of Special Teams, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.	Y

Stage 10: Curriculum Committee

No Value

CO
Sort ID (00 < 10; 0 < 100) No Value
Course Status No Value
Course Characteristics No Value
Cross-Listed/Related Course Information No Value
Cross-Listed/Related Course ID's No Value
DL Approval Date (MM/DD/YYYY) No Value
Hybrid Approval Date (MM/DD/YYYY) No Value
Curriculum Office Notes No Value

De Anza College

Course Outline of Record Report

05/07/2026

P ED032Y : Special Teams Techniques Women's Flag Football

General Information

Faculty Initiator:	<ul style="list-style-type: none"> • Rachel Catuiza • D'Agostino, Joe
Course ID (CB01A and CB01B) :	P ED032Y
Short Course Title:	No value
Course Title (CB02) :	Special Teams Techniques Women's Flag Football
Department:	P E - Physical Education
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	<p>This course provides an introduction to the discipline of Kinesiology through the study of women's flag football with an emphasis on special teams play. Students will examine the historical development, strategic importance, and technical execution of special teams in flag football, including kickoff/throw-off coverage, return units, and conversion (PAT) offense and defense. Emphasis is placed on field position, situational decision-making, teamwork, and the impact of special teams on game outcomes. Instruction includes film study, playbook analysis, and on-field application tailored to the non-contact nature of flag football, with a focus on spacing, angles, communication, and flag-pulling techniques. Principles of exercise physiology, nutrition, strength, speed, agility, flexibility, and injury prevention are integrated throughout the course to support performance and overall student wellness.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • Physical Education
Discipline 2:	<ul style="list-style-type: none"> • Coaching
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> • FHDA FSA - FOOTBALL

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course supports institutional goals of promoting student wellness, engagement, and inclusive excellence by providing a structured, team-based physical activity centered on women's flag football special teams. As a non-contact variation of football, flag football reduces traditional barriers to participation while maintaining the strategic, technical, and competitive elements of the game. The special teams phase—such as kickoffs, punts, conversions, and return units in flag formats—offers clearly defined roles that allow students of varying experience levels and athletic backgrounds to contribute meaningfully. With the rapid growth of women's flag football at the high school, collegiate, and national levels, this course provides timely and relevant opportunities for students to develop specialized skills, game awareness, and teamwork within an inclusive environment. Emphasis is placed on communication, spatial awareness, and execution in transitional phases of the game, reinforcing both individual development and collective performance.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course**Is this a cross-listed course?**

No

Foothill Equivalency**Does the course have a Foothill equivalent?**

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review**Please check all areas in the COR that address DEI.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

This course integrates Diversity, Equity, and Inclusion (DEI) by creating an accessible and supportive learning environment where all students can participate regardless of prior experience, skill level, or athletic background. Women's flag football special teams emphasize role-specific contributions—such as returners, rushers, contain players, and protectors—allowing equitable opportunities for involvement and success across diverse ability levels. Instruction incorporates multiple teaching methods, including visual (film and diagram), verbal (team communication and discussion), and kinesthetic (on-field application), to support varied learning styles. Collaborative activities, such as unit-based drills and group strategy development, foster teamwork, leadership, and shared accountability among students from diverse backgrounds. Additionally, the course highlights the expanding opportunities for women in football, promoting gender equity and representation in sport. By emphasizing respect, inclusion, and team culture, the course builds a sense of belonging while developing confidence, communication skills, and leadership within a diverse student population.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

5

Course Prior To College Level

Not applicable.

Repeatability Statement

(Satisfies the requirement of an intercollegiate athletics course. May be taken up to six times for credit.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

University of California - Berkley PE 32

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	72
Total Course Out-of-Class Hours	0
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	6	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	72
NA	0
Total	72
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Instruction in this course will be delivered through a combination of classroom, field-based, and technology-supported learning approaches designed to develop both theoretical understanding and practical football skills.

Lecture & Chalk Talk Sessions

Instructor-led presentations covering rules, terminology, offensive/defensive concepts, and game strategy.

On-Field Demonstration & Skill Instruction

Hands-on teaching of fundamental techniques (stance, footwork, blocking, tackling, passing, receiving) with live demonstrations and guided practice.

Drills & Repetition-Based Training

Position-specific and team drills emphasizing muscle memory, execution, and performance consistency.

Small Group Instruction / Position Breakdowns

Students will work in units (e.g., offensive line, skill positions, defensive backs) for more focused coaching and feedback.

Film Study & Video Analysis

Review of practice and game footage to analyze technique, decision-making, and scheme execution.

Playbook Installation & Strategy Sessions

Learning offensive and defensive systems, formations, and situational football through structured walkthroughs.

Walkthroughs & Controlled Scrimmages

Low-speed and full-speed simulations to reinforce assignments, communication, and teamwork.

Strength & Conditioning Integration

Basic principles of football-specific fitness, injury prevention, and performance development.

Peer Teaching & Collaborative Learning

Students may lead drills, explain concepts, or evaluate teammates to reinforce understanding.

Assessment & Feedback

Ongoing instructor evaluation through observation, skill testing, written quizzes, and performance review.

Assignments

- A. **Written Analysis of Special Teams Concepts:** Students will write a 2–3 page paper identifying and explaining core football special teams concepts, including field position, lane integrity, leverage, pursuit angles, and situational awareness. Students will analyze kickoff, kickoff return, punt, punt return, and field goal/extra point units, and explain how special teams influence momentum, scoring, and field position.
- B. **Film Study and Oral Presentation:** Students will work in small groups to analyze game film focusing on special teams execution, including kickoff coverage, return alignment, blocking assignments, communication, and effort. Each group will deliver a 5–8 minute oral presentation evaluating proper and improper technique, missed assignments, and examples of discipline, effort, and sportsmanship.
- C. **Special Teams Unit Design and Demonstration:** Students will design and demonstrate a special teams unit drill (kickoff coverage, kickoff return, punt unit, or field goal protection). Students must submit a written plan outlining assignments, coaching points, and alignment rules, and then perform a live demonstration with peer participation.
- D. **Reflection on the Role of Special Teams in Football:** Students will participate in a guided discussion and submit a 1–2 page written reflection examining the importance of special teams in football. Topics include field position strategy, hidden yardage, game-changing plays, coaching philosophy, and the evolving emphasis on special teams at the high school, collegiate, and professional levels.
- E. **Research Presentation: Evolution of Special Teams Strategy:** Students will research and create a presentation outlining the historical development of special teams in football. Topics include rule changes, evolution of kickoff and punt strategies, increased emphasis on analytics and field position, and how modern coaching has elevated special teams into a game-defining phase.
- F. **Game Simulation and Applied Performance Evaluation:** Students will participate in structured on-field or classroom-based special teams simulations (kickoff, kickoff return, punt coverage, or field goal situations). Students must execute assignments, adjust to motion and

alignment changes, and respond to situational calls. A written reflection will evaluate decision-making, communication, and overall execution.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Evaluation of written assignments measuring the student's ability to identify and explain core special teams football concepts including alignment, assignment, leverage, pursuit, and tackling. Assessment will be based on accuracy of content, depth of analysis, organization, and clarity of written communication.
- B. Evaluation of oral presentations and group collaboration assessing the student's ability to analyze special teams techniques through film study. Students will be evaluated on clarity of presentation, application of defensive concepts, and ability to identify and critique decision-making. Evaluation of sportsmanship and ethical conduct through film before, during and after competitions to analyze sportsmanship and ethical conduct.
- C. Evaluation of written drill design and live demonstration assessing the student's ability to apply special teams techniques in a practical setting. Students will be evaluated on proper technique execution, clarity of instruction, organization of the drill, and effectiveness in teaching fundamental defensive skills.
- D. Evaluation of written reflections and participation in guided discussions assessing the student's ability to analyze diverse perspectives related to gender, culture, and societal influences in football. Assessment will be based on critical thinking, engagement in discussion, and clarity of written expression.
- E. Evaluation of research-based presentations assessing the student's ability to explain the historical development of special teams football strategies. Students will be evaluated on accuracy of historical information, ability to connect past developments to modern defensive systems, organization, and effectiveness of oral and written communication.
- F. Evaluation of student performance during simulated game scenarios and written reflections assessing the ability to apply concepts in real-time situations. Students will be evaluated on decision-making, understanding of assignments, adaptability, and ability to analyze and reflect on performance outcomes.
- G. Comprehensive Final Exam

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Player's handbook and appropriate football attire

Essential College Facilities:

- Classroom, football field, alternate practice areas, audio-visual equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Richman, Eric	Interdisciplinary Perspectives in Lifetime Wellness	ALG Commons.	Spring 2022	https://oer.galileo.usg.edu/health-textbooks/9/

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Students will describe the evolution of special teams, analyze global influences, and evaluate the impact of rule changes on gameplay.

Students will explain field position concepts, assess momentum and hidden yardage, and apply decision-making strategies.

Students will identify key roles, explain roster construction, and demonstrate communication and leadership within units.

Students will demonstrate coverage and tackling, apply return concepts, and execute onside kick techniques.

Students will compare protection schemes, analyze rush strategies, and execute effective return decisions.

Students will demonstrate timing mechanics, identify protections, and apply blocking techniques.

Students will analyze game situations, evaluate fourth down decisions, and adapt strategies to conditions.

Students will design and apply trick plays and evaluate their effectiveness in shifting momentum.

Students will calculate and analyze performance metrics and assess discipline-related impacts.

Students will conduct film analysis, identify opponent tendencies, and recommend performance corrections.

Students will design practice plans, develop drills, and implement effective tempo and substitutions.

Students will design practice plans, develop drills, and implement effective tempo and substitutions.

CSLOs

Demonstrate the ability to perform and apply flag football strategies of Special Teams, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.

Expected SLO Performance: 0.0

Apply knowledge of basic fitness concepts as they correlate to health and wellness.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Historical & Global Development
 - 1. Students will describe the evolution of special teams, analyze global influences, and evaluate the impact of rule changes on gameplay.
- B. Role of Special Teams in Game Structure
 - 1. Students will explain field position concepts, assess momentum and hidden yardage, and apply decision-making strategies.
- C. Personnel & Unit Organization
 - 1. Students will identify key roles, explain roster construction, and demonstrate communication and leadership within units.
- D. Kickoff & Kickoff Return Systems
 - 1. Students will demonstrate coverage and tackling, apply return concepts, and execute onside kick techniques.
- E. Punt & Punt Return Systems
 - 1. Students will compare protection schemes, analyze rush strategies, and execute effective return decisions.
- F. Field Goal & PAT Operations
 - 1. Students will demonstrate timing mechanics, identify protections, and apply blocking techniques.
- G. Situational Decision-Making
 - 1. Students will analyze game situations, evaluate fourth down decisions, and adapt strategies to conditions.
- H. Trick Plays & Competitive Advantage Units
 - 1. Students will design and apply trick plays and evaluate their effectiveness in shifting momentum.
- I. Hidden Yardage & Performance Metrics
 - 1. Students will calculate and analyze performance metrics and assess discipline-related impacts.
- J. Film Breakdown & Scouting
 - 1. Students will conduct film analysis, identify opponent tendencies, and recommend performance corrections.
- K. Practice Design & Installation
 - 1. Students will design practice plans, develop drills, and implement effective tempo and substitutions.
- L. Communication & Leadership Systems
 - 1. Students will demonstrate communication protocols, explain leadership roles, and coordinate game-day adjustments.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 2
- Lab Hrs: 6
- Lab Load: .100
- Seat Ct: Not provided
- (mkct 05/07/2026)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment 1- Students will write a 2–3 page paper identifying and explaining core football special teams concepts, including field position, lane integrity, leverage, pursuit angles, and situational awareness. Students will analyze kickoff, kickoff return, punt, punt return, and field goal/extra point units, and explain how special teams influence momentum, scoring, and field position.

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluations B- Evaluation of oral presentations and group collaboration assessing the student's ability to analyze special teams techniques through film study. Students will be evaluated on clarity of presentation, application of defensive concepts, and ability to identify and critique decision-making. Evaluation of sportsmanship and ethical conduct through film before, during and after competitions to analyze sportsmanship and ethical conduct.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment 2- Students will work in small groups to analyze game film focusing on special teams execution, including kickoff coverage, return alignment, blocking assignments, communication, and effort. Each group will deliver a 5–8 minute oral presentation evaluating proper and improper technique, missed assignments, and examples of discipline, effort, and sportsmanship.

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation D- Evaluation of written reflections and participation in guided discussions assessing the student's ability to analyze diverse perspectives related to gender, culture, and societal influences in football. Assessment will be based on critical thinking, engagement in discussion, and clarity of written expression.

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluations E- Evaluation of research-based presentations assessing the student's ability to explain the historical development of special teams football strategies. Students will be evaluated on accuracy of historical information, ability to connect past developments to modern defensive systems, organization, and effectiveness of oral and written communication.

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.)

Methods of Evaluations F- Evaluation of student performance during simulated game scenarios and written reflections assessing the ability to apply concepts in real-time situations. Students will be evaluated on decision-making, understanding of assignments, adaptability, and ability to analyze and reflect on performance outcomes.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/25/2026	Specifications	Methods of Instruction	Suggested	There are currently no methods of instructions. Consider adding these if appropriate.	Y
04/25/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments encourage students to connect course content to their own life, background, and experiences? If yes, consider noting this for the relevant assignment. If not appropriate, that's absolutely fine — Just let me know in the Initiator response box.	N
04/25/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	N
04/25/2026	Outline	Course Outline	Suggested	This may not be appropriate given the highly technical nature of this course, but if appropriate, consider minor revisions to provide space to reflect on diverse perspectives and/or experiences, inequities, racism, or other barriers to inclusion specific to the course subject if appropriate. If not appropriate, that's fine, just let me know in the initiator response box.	N

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/28/26	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	If you answered yes to UC-transferable, you also need to put a course in for the second question. I always suggest using UC Berkeley's P E 32 course, as that is truly the only PE course offered by a UC	Y
04/28/26	Learning Objectives	Course Objectives	Required	Your learning objectives is currently a list of topics, but are not objectives. Objectives indicate what we want students to be able to do at the end of the course, and typically start with a Bloom's taxonomy verb.	Y
04/28/26	Outline	Course Outline	Required	The main points of the course outline should be updated to reflect the changes made to the objectives.	Y
04/28/26	Specifications	Primary Texts	Required	In order to be UC-transferable, all courses must have at least one Primary Textbook that has been published within 7 years of the effective date of the course. For courses effective Fall 2027, you must have one textbook published 2020 or more recent.	Y

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/3/26	Matrix H		Required	<p>Please clarify your entrance skills. What you have written under Objective 5 does not list the skills a student needs nor how they would attain them.</p> <p>Recommendation: Delete what you have written in objective 5 and under objective 2 write, " Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association)."</p>	Y

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/2026	Learning Outcomes	CSLO #1	Required	<p>Students will demonstrate the ability to perform and apply flag football strategies of Special Teams, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.</p> <p>Learning outcome must start with Bloom's Taxonomy verb and not with "Students will. . . ."</p> <p>Suggestion: Demonstrate the ability to perform and apply flag football strategies of Special Teams, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.</p>	Y

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

05/07/2026

P ED049W : Intercollegiate Women's Flag Football

General Information

Faculty Initiator:	<ul style="list-style-type: none"> • Rachel Catuiza • D'Agostino, Joe
Course ID (CB01A and CB01B) :	P ED049W
Short Course Title:	No value
Course Title (CB02) :	Intercollegiate Women's Flag Football
Department:	P E - Physical Education
Effective Term:	Fall 2027
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	<p>This course offers a comprehensive introduction to Physical Education through the study and participation in intercollegiate women's flag football. Women's Flag Football is an engaging, fast-paced course designed to introduce students to the fundamentals of non-contact football in a supportive, team-oriented environment. The course focuses on developing essential skills such as passing, catching, route running, defensive positioning, and game strategy, while emphasizing safety, sportsmanship, and inclusivity. Students will learn the rules and structure of flag football, participate in drills to build coordination and agility, and apply their skills in organized gameplay. The course also promotes physical fitness, communication, teamwork, and leadership, encouraging participants of all experience levels to build confidence and enjoy active participation.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • Physical Education
Discipline 2:	<ul style="list-style-type: none"> • Coaching
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> • FHDA FSA - FOOTBALL

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This course supports institutional goals of promoting student wellness, engagement, and inclusive excellence by providing a structured, team-based physical activity that is accessible to a wide range of students. Women's Flag Football offers a non-contact alternative to traditional football, reducing barriers to participation while maintaining the strategic and athletic elements of the game. As interest in women's flag football continues to grow at the high school, collegiate, and national levels, this course provides timely and relevant opportunities for skill development and competitive play.

Stand-Alone Statement**Stand-Alone Statement**

No Value

Course Philosophy**Course Philosophy**

No Value

CTE Course**Is this a CTE (Career Technical Education) course?**

No

Honors/Non-honors Course**Is this an honors/non-honors course?**

No

Mirrored Credit/Noncredit Course**Is this a mirrored credit/noncredit course?**

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

This course is committed to fostering a diverse, equitable, and inclusive environment where all students feel welcomed, respected, and supported. We recognize and value the unique backgrounds, identities, and experiences that each participant brings to the class, and we strive to create a space where everyone has equal opportunity to learn, participate, and succeed. In Women's Flag Football, inclusivity is central to both instruction and team dynamics. Students of all skill levels, abilities, and identities are encouraged to engage fully in course activities. Instructional methods, team assignments, and gameplay are designed to promote fairness, accessibility, and mutual respect.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

5

Course Prior To College Level

Not applicable.

Repeatability Statement

(Satisfies the requirement of an intercollegiate athletics course. May be taken up to six times for credit.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

University of California - Berkley PE 32

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	3
Maximum Credit Units	3
Total Course In-Class (Contact) Hours	108
Total Course Out-of-Class Hours	0
Total Student Learning Hours	108

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	9	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	108
NA	0
Total	108
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Instruction in this course will be delivered through a combination of classroom, field-based, and technology-supported learning approaches designed to develop both theoretical understanding and practical football skills.

Lecture & Chalk Talk Sessions

Instructor-led presentations covering rules, terminology, offensive/defensive concepts, and game strategy.

On-Field Demonstration & Skill Instruction

Hands-on teaching of fundamental techniques (stance, footwork, blocking, tackling, passing, receiving) with live demonstrations and guided practice.

Drills & Repetition-Based Training

Position-specific and team drills emphasizing muscle memory, execution, and performance consistency.

Small Group Instruction / Position Breakdowns

Students will work in units (e.g., offensive line, skill positions, defensive backs) for more focused coaching and feedback.

Film Study & Video Analysis

Review of practice and game footage to analyze technique, decision-making, and scheme execution.

Playbook Installation & Strategy Sessions

Learning offensive and defensive systems, formations, and situational football through structured walkthroughs.

Walkthroughs & Controlled Scrimmages

Low-speed and full-speed simulations to reinforce assignments, communication, and teamwork.

Strength & Conditioning Integration

Basic principles of football-specific fitness, injury prevention, and performance development.

Peer Teaching & Collaborative Learning

Students may lead drills, explain concepts, or evaluate teammates to reinforce understanding.

Assessment & Feedback

Ongoing instructor evaluation through observation, skill testing, written quizzes, and performance review.

Assignments**A. Readings of football playbook, handouts and textbook**

1. The athlete must read and familiarize themselves with the current rule book and changes to the sport of Women's Flag football.
2. Reading assignments from the book including but not limited to information on nutrition, conditioning, and time management skills.

B. Written analysis of past films and upcoming competitor's athletic performances.

1. Written critique on personal performance while reviewing films.
2. Written analysis for improving performance and/or technique while competing in the sport of football.

C. Participation in weekly intercollegiate competition showing a commitment to the rules, discipline, code of ethics, dedication and hard work.**D. Weekly scouting reports (statistical and performance reviews) of upcoming competitors.****E. Written critiques of offensive and defensive play as it pertains to opponent strategies and skills.****F. Essay based upon the readings from the book applying the importance of one of the 5 components of fitness to the game of football.****G. Verbal evaluation of game film in pairs or small groups to analyze performance in regard to statistics.**

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Evaluation of both the written critique of and athletic performance during competition against other schools in the conference graded on content.
- B. Evaluate individual and group oral and written analysis/critiques of game films graded on completion.
- C. Individual physical capacity under competitive duress during weekly intercollegiate competition showing a commitment to the rules, discipline, code of ethics, dedication and hard work graded on completeness.
- D. Evaluation of content of essay based upon the readings from the book, graded on content and completeness.
- E. Final exam based upon the readings from the book including but not limited to nutrition, cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, time management and stress.
- F. Evaluation of written critique on personal performance while reviewing films in regard to statistics during offensive and defensive play graded on content and completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Player's handbook, appropriate football attire, and cleats

Essential College Facilities:

- Classroom, football fields, alternate practice areas, audio-Visual equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Richman, Eric	Interdisciplinary Perspectives in Lifetime Wellness	ALG Commons	Spring, 2022	https://oer.galileo.usg.edu/health-textbooks/9/

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of football, its rules, techniques, etiquette or facilities.

Experiment with and perform football skills related to the specific individual position specialization and team objectives.

Analyze game films formulating ideas regarding individual skills and techniques.

Examine, develop and demonstrate individual and team sportsmanship concepts according to CCCAA rules, and DeAnza Athletics Code of Conduct.

Assess and appropriately react to opposing players/teams offensive and defensive strategies.

Examine and employ nutritional requirements, aerobic, anaerobic, strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition.

Formulate the elements and actions of an athletic philosophy.

CSLOs

Demonstrate the ability to perform and apply defensive football strategies, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations

Expected SLO Performance: 0.0

Apply knowledge of basic fitness concepts as they correlate to health and wellness.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of football, its rules, techniques, etiquette or facilities.
 1. Global expansion of football and its variations increasing participation worldwide
 2. Cultural shifts promoting inclusivity and broader access to sport
 3. Gender equity movements (e.g., Title IX) increasing opportunities for women
 4. Rapid growth of women's flag football at school, collegiate, and international levels
 5. Rule adaptations emphasizing safety and non-contact play (flag vs. tackle football)
 6. Advances in sports technology (video analysis, wearables, training tools) improving performance and coaching
 7. Enhanced safety standards and equipment to reduce injury risk
 8. Increased media and social media visibility for women's sports
 9. Expansion of leagues, championships, and pathways to elite competition (e.g., International Federation of American Football)
 10. Improved and more equitable access to facilities and athletic resources
- B. Experiment with and perform football skills related to the specific individual position specialization and team objectives.
 1. Practice and refine football skills specific to individual positions (e.g., quarterback, receiver, defender)
 2. Apply position-specific techniques such as passing, catching, route running, and defensive coverage
 3. Experiment with different roles to understand team dynamics and responsibilities
 4. Execute offensive and defensive strategies aligned with team objectives
 5. Demonstrate decision-making and adaptability during gameplay situations
 6. Collaborate with teammates to achieve shared goals and effective play execution
 7. Analyze performance and adjust techniques to improve individual and team outcomes
- C. Analyze game films formulating ideas regarding individual skills and techniques.
 1. Review game film to evaluate individual performance and technique
 2. Identify strengths and areas for improvement in specific skills
 3. Analyze positioning, timing, and decision-making during plays
 4. Compare personal performance to effective models or examples
 5. Recognize patterns and tendencies in gameplay
 6. Formulate strategies to improve technique and execution
 7. Apply insights from film analysis to future practices and games

- D. Examine, develop and demonstrate individual and team sportsmanship concepts according to CCCAA rules, and DeAnza Athletics Code of Conduct.
- E. Assess and appropriately react to opposing players/teams offensive and defensive strategies.
1. Observe and identify opposing team offensive and defensive formations and tendencies
 2. Analyze in-game patterns to anticipate plays and adjust positioning accordingly
 3. Apply appropriate defensive reactions such as coverage changes, marking adjustments, or pressure strategies
 4. Adjust offensive strategies based on opponent weaknesses or defensive setups
 5. Communicate observations and tactical changes with teammates during play
 6. Make quick, informed decisions in response to evolving game situations
 7. Demonstrate adaptability by modifying individual and team tactics as needed
 8. Evaluate effectiveness of adjustments and refine responses throughout gameplay
- F. Examine and employ nutritional requirements, aerobic, anaerobic, strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition.
1. Understand and apply basic nutritional principles to support athletic performance and recovery
 2. Identify the role of carbohydrates, proteins, fats, and hydration in energy production and endurance
 3. Use aerobic training methods to improve cardiovascular endurance and sustained performance
 4. Incorporate anaerobic training to develop speed, power, and short-burst intensity
 5. Engage in strength training to enhance muscular power, stability, and injury prevention
 6. Practice flexibility and mobility exercises to improve range of motion and reduce risk of injury
- G. G. Formulate the elements and actions of an athletic philosophy.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 3
- Lab Hrs: 9
- Lab Load: .150
- Seat Ct: Not provided

- (mkct 05/07/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

Assignment B written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football including alignment, assignment, pursuit, leverage, and tackling. Students will analyze how these principles apply across multiple schemes (Spread, Air Raid, 4-3, 3-4, and hybrid defenses) and explain how each position group contributes.

Objective 3: Compose and support thesis statements for analytical essays.

Assignment B written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football including alignment, assignment, pursuit, leverage, and tackling. Students will analyze how these principles apply across multiple schemes (Spread, Air Raid, 4-3, 3-4, and hybrid defenses) and explain how each position group contributes.

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluations F- Evaluation of written critique on personal performance while reviewing films in regard to statistics during offensive and defensive play graded on content and completeness.

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluations B- Evaluate individual and group oral and written analysis/critiques of game films graded on completion.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignments- A. Readings of football playbook, handouts and textbook
 1. The athlete must read and familiarize themselves with the current rule book and changes to the sport of Women's Flag football.
 2. Reading assignments from the book including but not limited to information on nutrition, conditioning, and time management skills.

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline A-. Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of football, its rules, techniques, etiquette or facilities.

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

A. Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of football, its rules, techniques, etiquette or facilities.

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline B- Experiment with and perform football skills related to the specific individual position specialization and team objectives.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/25/2026	Specifications	Methods of Instruction	Suggested	There are currently no methods of instructions. Consider adding these if appropriate.	Y
04/25/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments (1) Encourage students to connect course content to their own life, background, and experiences, or (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, that's absolutely fine — Just let me know in the Initiator response box.	No
04/25/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	No

Stage 4: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/28/26	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	If you answered yes to UC-transferable, you also need to put a course in for the second question. I always suggest using UC Berkeley's P E 32 course, as that is truly the only PE course offered by a UC	Y
04/28/26	Specifications	Primary Texts	Required	In order to be UC-transferable, all courses must have at least one Primary Textbook that has been published within 7 years of the effective date of the course. For courses effective Fall 2027, you must have one textbook published 2020 or more recent.	Y

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/3/26	Matrix H		Required	Please clarify your entrance skills. What you have written under Objective 5 does not match what you have written on the Req/Adv tab. Recommendation: Delete what you have written in objective 5 and under objective 2 write, " Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association)." Y	

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/2026	Learning Outcomes	CSLO #1	Required	Students will demonstrate the ability to perform and apply defensive football strategies, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations. Learning outcome must start with Bloom's Taxonomy verb and not with "Students will. . . . Suggestion: Demonstrate the ability to perform and apply defensive football strategies, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations	

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College

Course Outline of Record Report

05/07/2026

P ED49WX : Intercollegiate Women's Flag Football

General Information

Faculty Initiator:	<ul style="list-style-type: none"> • Joe D'Agostino • Catuiza, Rachel
Course ID (CB01A and CB01B) :	P ED49WX
Short Course Title:	No value
Course Title (CB02) :	Intercollegiate Women's Flag Football
Department:	P E - Physical Education
Effective Term:	Fall 2027
TOP Code (CB03) :	(0835.50) Intercollegiate Athletics
CIP Code:	No value
SAM Priority Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2027
Course Description:	<p>This course offers a comprehensive introduction to Physical Education through the study and participation in intercollegiate women's flag football. Women's Flag Football is an engaging, fast-paced course designed to introduce students to the fundamentals of non-contact football in a supportive, team-oriented environment. The course focuses on developing essential skills such as passing, catching, route running, defensive positioning, and game strategy, while emphasizing safety, sportsmanship, and inclusivity. Students will learn the rules and structure of flag football, participate in drills to build coordination and agility, and apply their skills in organized gameplay. The course also promotes physical fitness, communication, teamwork, and leadership, encouraging participants of all experience levels to build confidence and enjoy active participation.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • FHDA FSA - PHYSICAL EDUCATION
Discipline 2:	<ul style="list-style-type: none"> • Coaching
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> • FHDA FSA - FOOTBALL

Formerly Statement**Formerly Statement**

No Value

Course Justification**Course Justification**

This course supports institutional goals of promoting student wellness, engagement, and inclusive excellence by providing a structured, team-based physical activity that is accessible to a wide range of students. Women's Flag Football offers a non-contact alternative to traditional football, reducing barriers to participation while maintaining the strategic and athletic elements of the game. As interest in women's flag football continues to grow at the high school, collegiate, and national levels, this course provides timely and relevant opportunities for skill development and competitive play.

Stand-Alone Statement**Stand-Alone Statement**

No Value

Course Philosophy**Course Philosophy**

No Value

CTE Course**Is this a CTE (Career Technical Education) course?**

No

Honors/Non-honors Course**Is this an honors/non-honors course?**

No

Mirrored Credit/Noncredit Course**Is this a mirrored credit/noncredit course?**

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

DEI Review

Please check all areas in the COR that address DEI.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Basic Course Information - Course Description | <input checked="" type="checkbox"/> Specifications - Methods of Instruction |
| <input checked="" type="checkbox"/> Specifications - Assignments | <input checked="" type="checkbox"/> Specifications - Methods of Evaluation |
| <input checked="" type="checkbox"/> Specifications - Examples of Primary Texts and References | <input checked="" type="checkbox"/> Outline - Course Outline |

Please summarize the ways in which your course includes DEI.

This course is committed to fostering a diverse, equitable, and inclusive environment where all students feel welcomed, respected, and supported. We recognize and value the unique backgrounds, identities, and experiences that each participant brings to the class, and we strive to create a space where everyone has equal opportunity to learn, participate, and succeed. In Women's Flag Football, inclusivity is central to both instruction and team dynamics. Students of all skill levels, abilities, and identities are encouraged to engage fully in course activities. Instructional methods, team assignments, and gameplay are designed to promote fairness, accessibility, and mutual respect.

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

5

Course Prior To College Level

Not applicable.

Repeatability Statement

(Satisfies the requirement of an intercollegiate athletics course. May be taken up to six times for credit.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

University of California - Berkley PE 32

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units 1.5

Maximum Credit Units 1.5

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 0

Total Student Learning Hours 54

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	4.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	54
NA	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Instruction in this course will be delivered through a combination of classroom, field-based, and technology-supported learning approaches designed to develop both theoretical understanding and practical football skills.

Lecture & Chalk Talk Sessions

Instructor-led presentations covering rules, terminology, offensive/defensive concepts, and game strategy.

On-Field Demonstration & Skill Instruction

Hands-on teaching of fundamental techniques (stance, footwork, blocking, tackling, passing, receiving) with live demonstrations and guided practice.

Drills & Repetition-Based Training

Position-specific and team drills emphasizing muscle memory, execution, and performance consistency.

Small Group Instruction / Position Breakdowns

Students will work in units (e.g., offensive line, skill positions, defensive backs) for more focused coaching and feedback.

Film Study & Video Analysis

Review of practice and game footage to analyze technique, decision-making, and scheme execution.

Playbook Installation & Strategy Sessions

Learning offensive and defensive systems, formations, and situational football through structured walkthroughs.

Walkthroughs & Controlled Scrimmages

Low-speed and full-speed simulations to reinforce assignments, communication, and teamwork.

Strength & Conditioning Integration

Basic principles of football-specific fitness, injury prevention, and performance development.

Peer Teaching & Collaborative Learning

Students may lead drills, explain concepts, or evaluate teammates to reinforce understanding.

Assessment & Feedback

Ongoing instructor evaluation through observation, skill testing, written quizzes, and performance review.

Assignments**A. Readings of football playbook, handouts and textbook**

1. The athlete must read and familiarize themselves with the current rule book and changes to the sport of Women's Flag football.
2. Reading assignments from the book including but not limited to information on nutrition, conditioning, and time management skills.

B. Written analysis of past films and upcoming competitor's athletic performances.

1. Written critique on personal performance while reviewing films.
2. Written analysis for improving performance and/or technique while competing in the sport of football.

C. Participation in weekly intercollegiate competition showing a commitment to the rules, discipline, code of ethics, dedication and hard work.**D. Weekly scouting reports (statistical and performance reviews) of upcoming competitors.****E. Written critiques of offensive and defensive play as it pertains to opponent strategies and skills.****F. Essay based upon the readings from the book applying the importance of one of the 5 components of fitness to the game of football.****G. Verbal evaluation of game film in pairs or small groups to analyze performance in regard to statistics.****Methods of Evaluation****Methods of Evaluation**

Methods of Evaluation

- A. Evaluation of both the written critique of and athletic performance during competition against other schools in the conference graded on content.
- B. Evaluate individual and group oral and written analysis/critiques of game films graded on completion.
- C. Individual physical capacity under competitive duress during weekly intercollegiate competition showing a commitment to the rules, discipline, code of ethics, dedication and hard work graded on completeness.
- D. Evaluation of content of essay based upon the readings from the book, graded on content and completeness.
- E. Final exam based upon the readings from the book including but not limited to nutrition, cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, time management and stress.
- F. Evaluation of written critique on personal performance while reviewing films in regard to statistics during offensive and defensive play graded on content and completeness.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Player's handbook, appropriate football attire, and cleats

Essential College Facilities:

- Classroom, football fields, alternate practice areas, audio-Visual equipment

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Richman, Eric	Interdisciplinary Perspectives in Lifetime Wellness	ALG Commons	Spring, 2022	https://oer.galileo.usg.edu/health-textbooks/9/

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of football, its rules, techniques, etiquette or facilities.

Experiment with and perform football skills related to the specific individual position specialization and team objectives.

Analyze game films formulating ideas regarding individual skills and techniques.

Examine, develop and demonstrate individual and team sportsmanship concepts according to CCCAA rules, and DeAnza Athletics Code of Conduct.

Assess and appropriately react to opposing players/teams offensive and defensive strategies.

Examine and employ nutritional requirements, aerobic, anaerobic, strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition.

Formulate the elements and actions of an athletic philosophy.

CSLOs

Demonstrate the ability to perform and apply defensive football strategies, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.

Expected SLO Performance: 0.0

Apply knowledge of basic fitness concepts as they correlate to health and wellness.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of football, its rules, techniques, etiquette or facilities.
 1. Global expansion of football and its variations increasing participation worldwide
 2. Cultural shifts promoting inclusivity and broader access to sport
 3. Gender equity movements (e.g., Title IX) increasing opportunities for women
 4. Rapid growth of women's flag football at school, collegiate, and international levels
 5. Rule adaptations emphasizing safety and non-contact play (flag vs. tackle football)
 6. Advances in sports technology (video analysis, wearables, training tools) improving performance and coaching
 7. Enhanced safety standards and equipment to reduce injury risk
 8. Increased media and social media visibility for women's sports
 9. Expansion of leagues, championships, and pathways to elite competition (e.g., International Federation of American Football)
 10. Improved and more equitable access to facilities and athletic resources
- B. Experiment with and perform football skills related to the specific individual position specialization and team objectives.
 1. Practice and refine football skills specific to individual positions (e.g., quarterback, receiver, defender)
 2. Apply position-specific techniques such as passing, catching, route running, and defensive coverage
 3. Experiment with different roles to understand team dynamics and responsibilities
 4. Execute offensive and defensive strategies aligned with team objectives
 5. Demonstrate decision-making and adaptability during gameplay situations
 6. Collaborate with teammates to achieve shared goals and effective play execution
 7. Analyze performance and adjust techniques to improve individual and team outcomes
- C. Analyze game films formulating ideas regarding individual skills and techniques.
 1. Review game film to evaluate individual performance and technique
 2. Identify strengths and areas for improvement in specific skills
 3. Analyze positioning, timing, and decision-making during plays
 4. Compare personal performance to effective models or examples
 5. Recognize patterns and tendencies in gameplay
 6. Formulate strategies to improve technique and execution
 7. Apply insights from film analysis to future practices and games
- D. Examine, develop and demonstrate individual and team sportsmanship concepts according to CCCAA rules, and DeAnza Athletics Code of Conduct.
- E. Assess and appropriately react to opposing players/teams offensive and defensive strategies.
 1. Observe and identify opposing team offensive and defensive formations and tendencies
 2. Analyze in-game patterns to anticipate plays and adjust positioning accordingly
 3. Apply appropriate defensive reactions such as coverage changes, marking adjustments, or pressure strategies
 4. Adjust offensive strategies based on opponent weaknesses or defensive setups
 5. Communicate observations and tactical changes with teammates during play

6. Make quick, informed decisions in response to evolving game situations
 7. Demonstrate adaptability by modifying individual and team tactics as needed
 8. Evaluate effectiveness of adjustments and refine responses throughout gameplay
- F. Examine and employ nutritional requirements, aerobic, anaerobic, strength and flexibility concepts and techniques to increase physical fitness in order to perform at an advanced level of competition.
1. Understand and apply basic nutritional principles to support athletic performance and recovery
 2. Identify the role of carbohydrates, proteins, fats, and hydration in energy production and endurance
 3. Use aerobic training methods to improve cardiovascular endurance and sustained performance
 4. Incorporate anaerobic training to develop speed, power, and short-burst intensity
 5. Engage in strength training to enhance muscular power, stability, and injury prevention
 6. Practice flexibility and mobility exercises to improve range of motion and reduce risk of injury
- G. Formulate the elements and actions of an athletic philosophy.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 1.5
- Lab Hrs: 4.5
- Lab Load: .075
- Seat Ct: Not provided
- (mkct 05/07/2026)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

- (Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).)

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

Assignment B written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football including alignment, assignment, pursuit, leverage, and tackling. Students will analyze how these principles apply across multiple schemes (Spread, Air Raid, 4-3, 3-4, and hybrid defenses) and explain how each position group contributes.

Objective 3: Compose and support thesis statements for analytical essays.

Assignment B written essay analyzing how the 5 components of fitness are utilized in 3 specific skills of the game of flag football including alignment, assignment, pursuit, leverage, and tackling. Students will analyze how these principles apply across multiple schemes (Spread, Air Raid, 4-3, 3-4, and hybrid defenses) and explain how each position group contributes.

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association).

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluations F- Evaluation of written critique on personal performance while reviewing films in regard to statistics during offensive and defensive play graded on content and completeness.

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluations B- Evaluate individual and group oral and written analysis/critiques of game films graded on completion.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignments- A. Readings of football playbook, handouts and textbook limited to information on nutrition, conditioning, and time management

1. The athlete must read and familiarize themselves with the current rule book and changes to the sport of Women's Flag football.
2. Reading assignments from the book including but not limited to information on nutrition, conditioning, and time management

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline A-. Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of football, its rules, techniques, etiquette or facilities.

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline A-. Examine global, cultural and gender driven influences, landmark events or changes in technology that may have caused significant changes to the sport of football, its rules, techniques, etiquette or facilities.

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline B- Experiment with and perform football skills related to the specific individual position specialization and team objectives.

Comments

Stage 2: Department Chair

No Value

Stage 3: DEI

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/25/2026	Specifications	Methods of Instruction	Suggested	There are currently no methods of instructions. Consider adding these if appropriate.	Y
04/25/2026	Specifications	Assignments	Suggested	Thanks for this list of assignments. Do assignments (1) Encourage students to connect course content to their own life, background, and experiences, or (2) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, that's absolutely fine — Just let me know in the Initiator response box.	No
04/25/2026	Specifications	Methods of Evaluation	Suggested	For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If yes, consider noting this for the relevant assignment. If not appropriate for your COR, that's fine, just let me know in the Initiator response box.	No

Stage 4: Articulation Officer

04/28/26	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Required	If you answered yes to UC-transferable, you also need to put a course in for the second question. I always suggest using UC Berkeley's P E 32 course, as that is truly the only PE course offered by a UC
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04/28/26 Specifications Primary Texts Required In order to be UC-transferable, all courses must have at least one Primary Textbook that has been published within 7 years of the effective date of the course. For courses effective Fall 2027, you must have one textbook published 2020 or more recent.

Stage 5: De Anza General Education

No Value

Stage 6: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/3/26	Matrix H		Required	Please clarify your entrance skills. What you have written under Objective 5 does not match what you have written on the Req/Adv tab. Recommendation: Delete what you have written in objective 5 and under objective 2 write, " Competitive experience in the named sport, physician's clearance, and completion of eligibility forms; all second-year athletes must fulfill academic requirements per the CCCAA (California Community College Athletics Association)." Y	

Stage 7: Dean of Online Learning

No Value

Stage 8: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/5/2026	Learning Outcomes	CSLO #1	Required	Students will demonstrate the ability to perform and apply defensive football strategies, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations. Learning outcome must start with Bloom's Taxonomy verb and not with "Students will. . . Suggestion: Demonstrate the ability to perform and apply defensive football strategies, techniques, and mental and physical skills with increasing proficiency in controlled practice and game-like situations.	Y
5/5/2026	Learning Outcomes	CSLO #3 & 4	Required	Delete these since they are each a repeat of CSLO 1 or 2	Y

Stage 10: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Change Report
 05/08/2026



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
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.

Section	Changed field
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	DL Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI



Section	Changed field
Comments	Stage 5: De Anza General Education
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 7: Dean of Online Learning
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"> Mi Chang 	<ul style="list-style-type: none"> Vernon Gallegos Stimson, Elizabeth
	Course ID (CB01A and CB01B)	THEAD001.	THEAD001.
	Course Control Number	CCC000297977	CCC000297977
	Course Title (CB02)	Appreciation of Theatre	Appreciation of Theatre
	Short Course Title	APPREC OF THEATRE	APPREC OF THEATRE
	TOP Code (CB03)	1007.00	1007.00 Dramatic Arts
	CIP Code	Drama and Dramatics/Theatre Arts, General	50.0501 Drama and Dramatics/Theatre Arts, General
	Department	THEA - Theater Arts	THEA - Theater Arts
	Effective Term	Fall 2025	Fall 2025 <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This is an introduction to theatre from an audience perspective. Students will examine elements of dramatic art form and play production, including dramatic theory, language, space, plot, characterization, technical theatre, acting, directing, playwriting, design, and the relationship with other art forms. The course includes drama written from diverse cultural and historical perspectives. Attendance at assigned performances required.	Students in this course will be introduced to theatre from an audience perspective. They will examine elements of dramatic art form and play production, including dramatic theory, language, space, plot, characterization, technical theatre, acting, directing, playwriting, design, and the relationship with other art forms. Students will have the opportunity to examine drama written from diverse cultural and historical perspectives. Attendance at assigned performances is required.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> Drama/Theater Arts
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> FHDA FSA - DRAMA/THEATER ARTS

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 CSU and UC transferable course that fulfills the general education requirement for De Anza and Cal-GETC. This course belongs on the Liberal Arts A.A. degree (Arts and Letters Emphasis). This course provides students with basic knowledge of theatre from the perspective of the audience.	This course is a CSU and UC transferable course that fulfills the general education requirement for De Anza and Cal-GETC. This course belongs on the Liberal Arts A.A. degree (Arts and Letters Emphasis). This course provides students with basic knowledge of theatre from the perspective of the audience.

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	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> Basic Course Information - Course Description
	Please summarize the ways in which your course includes DEI.	No value	<p><u>Students receive course content through a variety of methods, providing multiple means of engagement. The course includes drama written from diverse cultural and historical perspectives. Textbooks/written resources were authored recently, providing students with current information about the field.</u></p>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed Field Current Version Proposed Version

Course is part of a program

Associated Program	Cal-GETC	Associated Program	Cal-GETC
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Cal-GETC (In Development)	Associated Program	Cal-GETC (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Film/TV: Production	Associated Program	Film/TV: Production
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Film/TV: Production	Associated Program	Film/TV: Production
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Film/TV: Production	Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Film/TV: Production	Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program Film/TV: Screenwriting Award Type Associate in Arts (A.A.) Degree	Associated Program Film/TV: Screenwriting Award Type Associate in Arts (A.A.) Degree
		Associated Program Film/TV: Screenwriting Award Type Associate in Arts (A.A.) Degree	Associated Program Film/TV: Screenwriting Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Arts and Letters Emphasis) Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Arts and Letters Emphasis) Award Type Associate in Arts (A.A.) Degree	Associated Program Liberal Arts (Arts and Letters Emphasis) Award Type Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version												
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CA3A - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> CA3A - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> CA3A - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	<ul style="list-style-type: none"> CA3A - Approved. 	-	No value
System/Institution		Cal-GETC													
Area(s)		<ul style="list-style-type: none"> CA3A - Approved. 													
-		No value													
System/Institution		Cal-GETC													
Area(s)		<ul style="list-style-type: none"> CA3A - Approved. 													
-	No value														
	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> 2G3X - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> 2G3X - Approved. 	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> 2G3X - Approved. </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> 2G3X - Approved. 	-	No value	
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none"> 2G3X - Approved. 														
-	No value														
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none"> 2G3X - Approved. 														
-	No value														

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

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	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version				
	<p>Methods of Instruction</p>	<table border="1"> <tr> <td data-bbox="570 264 732 422"> <p>Methods of Instruction</p> </td> <td data-bbox="737 443 1036 894"> <p>Lecture and visual aids Discussion of assigned reading Collaborative projects Homework and extended projects Quiz and examination review performed in class</p> </td> </tr> </table>	<p>Methods of Instruction</p>	<p>Lecture and visual aids Discussion of assigned reading Collaborative projects Homework and extended projects Quiz and examination review performed in class</p>	<table border="1"> <tr> <td data-bbox="1066 264 1229 422"> <p>Methods of Instruction</p> </td> <td data-bbox="1234 296 1541 894"> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Collaborative projects Homework and extended projects Quiz and examination review performed in class</p> </td> </tr> </table>	<p>Methods of Instruction</p>	<p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Collaborative projects Homework and extended projects Quiz and examination review performed in class</p>
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<p>Methods of Instruction</p>	<p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Collaborative projects Homework and extended projects Quiz and examination review performed in class</p>						

Changed	Field	Current Version	Proposed Version
	<p>Assignments</p>	<ol style="list-style-type: none"> 1. Textual analysis in discussion and writing: required study of assigned dramatic texts. <ol style="list-style-type: none"> 1. Presentation of written criticism around assigned topics. 2. Written critiques of live performances. 3. Interpretive analyses of published critical reviews of performances and plays 2. Analyses of several live performances: community theatre and professional theatre presented during the academic quarter. <ol style="list-style-type: none"> 1. Attendance and evaluation at required live performances. 2. Participation in-class discussions of live performances. 3. Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation and performance 4. Readings from textbook as well assigned plays and viewing of productions <ol style="list-style-type: none"> 1. Assigned chapter readings from the course textbook on theatre appreciation as well as assigned stage plays. 2. Evaluate and analyze theatre productions on DVD and online resources. 3. Preparation for participation and discussion in daily analysis of texts and performances. 	<ol style="list-style-type: none"> 1. Textual analysis in discussion and writing: required study of assigned dramatic texts. <ol style="list-style-type: none"> 1. Presentation of written criticism around assigned topics. 2. Written critiques of live performances. 3. Interpretive analyses of published critical reviews of performances and plays 2. Analyses of several live performances: community theatre and professional theatre presented during the academic quarter. <ol style="list-style-type: none"> 1. Attendance and evaluation at required live performances. 2. Participation in-class discussions of live performances. 3. Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation and performance 4. Readings from textbook as well assigned plays and viewing of productions <ol style="list-style-type: none"> 1. Assigned chapter readings from the course textbook on theatre appreciation as well as assigned stage plays. 2. Evaluate and analyze theatre productions on DVD and online resources. 3. Preparation for participation and discussion in daily analysis of texts and performances.

Changed	Field	Current Version	Proposed Version
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Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
		<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related to theatrical criticism and live performances, along with ability to apply a variety of effective and appropriate criteria for evaluating dramatic art. 2. Written critiques demonstrating the student's ability to analyze a live performance in written and oral forms as well as demonstrating the ability to integrate and summarize concepts discussed in class. 3. Written project demonstrates critical thinking regarding the theatrical text analyzed, as well as 	<p>Methods of Evaluation</p> <ol style="list-style-type: none"> 1. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related to theatrical criticism and live performances, along with ability to apply a variety of effective and appropriate criteria for evaluating dramatic art. 2. Written critiques demonstrating the student's ability to analyze a live performance in written and oral forms as well as demonstrating the ability to integrate and summarize concepts discussed in class. 3. Written project demonstrates critical thinking regarding the theatrical text analyzed, as well as

Changed	Field	Current Version	Proposed Version
		<p>comprehension and application of theatrical concepts.</p> <p>4. Final exam both multiple choice and essay questions requiring students to demonstrate abilities to summarize, integrate and analyze concepts that have been introduced and studied throughout the course</p>	<p>comprehension and application of theatrical concepts.</p> <p>4. Final exam both multiple choice and essay questions requiring students to demonstrate abilities to summarize, integrate and analyze concepts that have been introduced and studied throughout the course</p>
	<p>Essential Student Materials/Essential College Facilities</p>	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None. <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Lecture room with flexible seating for creation of stage space 	<p>Essential Student Materials:</p> <ul style="list-style-type: none"> • None <p>Essential College Facilities:</p> <ul style="list-style-type: none"> • Lecture room with flexible seating for creation of stage space

Changed	Field	Current Version	Proposed Version
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Examples of Primary Texts and References

Title	No value
Author	Downs, William Missouri. "The Art of Theatre: A Concise Introduction." Third edition. Cengage Learning, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Brockett, Oscar G. "The Essential Theatre." Eleventh edition. Cengage Learning, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	The Theatre Experience
Author	Goldfarb, Alvin and Geigner, Megan
Publisher	Loose-Leaf Purchase
Date/Edition	2025
ISBN	1266417540

Title	Theatre, Brief
Author	Cohen, Robert and Sherman, Donovan and Carriger, Michelle Liu
Publisher	McGraw Hill
Date/Edition	2023/13th edition
ISBN	126565204X

Title	The Essential Theatre
Author	Edwin, Wilson and Goldfarb, Alvin
Publisher	Cengage Learning,
Date/Edition	2017
ISBN	9781305411074

Changed	Field	Current Version	Proposed Version
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Suggested Reading List

No value

Reading List	Bayly, Susan. "Asian Voices in a Post-Colonial Age." New York: Cambridge University Press, 2007
May include, but are not limited to	No value

Reading List	Brecht, Bertolt. "Mother Courage and Her Children."
May include, but are not limited to	No value

Reading List	Brockett, Oscar G. "History of the Theatre." 10th ed. New York: Allyn and Bacon Publishers, 2008.
May include, but are not limited to	No value

Reading List	Brook, Peter. "The Empty Space." New York: Atheneum, 1968
May include, but are not limited to	No value

Changed	Field	Current Version	Proposed Version
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Chekhov, Anton. "The Three Sisters," "The Cherry Orchard."</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Churchill, Caryl. "Cloud 9," "Top Girls."</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Crow, Brian, "An Introduction to Post-colonial Theatre." New York: Cambridge Univ. Press, 1996</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Fornes, Maria Irene. "Fefu and Her Friends."</p>	

Changed Field**Current Version****Proposed Version**

May include, but are not limited to No value

Reading List Geiogamah, Hanay. "Ceremony, Spirituality, and Ritual In Native American Performance: A Creative Notebook." Los Angeles: University of California, 2011.

May include, but are not limited to No value

Reading List Grotowski, Jerzy. "Towards a Poor Theatre," Routledge 1st edition, 2002.

May include, but are not limited to No value

Reading List Guirgis, Stephen Adly. "The Last Days of Judas Iscariot."

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Hansberry, Lorraine, "A Raisin in the Sun"

May include, but are not limited to No value

Reading List Hay, Samuel A., "African American Theatre: An Historical and Critical Analysis" Cambridge Unviversity Press, 2003.

May include, but are not limited to No value

Reading List Huerta Jorge "Chicano Drama: Society and Myth, Cambridge University Press, 2000.

May include, but are not limited to No value

Reading List Ibsen, Henrik. "A Doll's House," "Ghosts."

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Kennedy, Adrienne. "A Movie Star has to Star in Black and White."

May include, but are not limited to No value

Reading List Moliere, Jean Baptiste Poquelin De. "Tartuffe," "The Imaginary Invalid." (tr. Richard Wilbur)

May include, but are not limited to No value

Reading List Monzaemon, Chikamatsu. "The Love Suicides at Sonezaki."

May include, but are not limited to No value

Reading List Nguyen, Qui. "Vietgone."

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Shakespeare, William. "Hamlet," "Macbeth," "Twelfth Night." (tr. Arden Shakespeare)

May include, but are not limited to No value

Reading List Shange, Ntozake. "For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf."

May include, but are not limited to No value

Reading List Shepard, Sam. "Buried Child." "Fool for Love."

May include, but are not limited to No value

Reading List Sophocles. "Oedipus Rex."

May include, but are not limited to No value

Changed	Field	Current Version	Proposed Version
		<p>Reading List Vierow, Wendy, "American Women Stage Directors of the Twentieth Century" University of Illinois Press, 2008.</p>	
		<p>May include, but are not limited to No value</p>	
		<p>Reading List Yee, Lauren. "The Hatmaker's Wife," "Hookman."</p>	
		<p>May include, but are not limited to No value</p>	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Define and demonstrate an understanding of the components and terminology of theatrical performance. Identify and examine the elements of dramatic theory in both written plays and in live performance, including works by a variety of playwrights. Interpret and compare the elements of dramatic form in both written plays and in live performance, including works by a variety of playwrights. Develop a set of criteria for evaluating dramatic art. 	<ul style="list-style-type: none"> Define and demonstrate an understanding of the components and terminology of theatrical performance. Identify and examine the elements of dramatic theory in both written plays and in live performance, including works by a variety of playwrights. Interpret and compare the elements of dramatic form in both written plays and in live performance, including works by a variety of playwrights. Develop a set of criteria for evaluating dramatic art.

CSLOs

CSLOs	Analyze and integrate his/her own artistic standards as they relate to theatrical performance and criticism.	CSLOs	Analyze and integrate his/her own artistic standards as they relate to theatrical performance and criticism.
Expected SLO Performance	0.0	Expected SLO Performance	0.0
CSLOs	Develop abilities to use examples from theatrical performances in order to illustrate his/her own artistic standards.	CSLOs	Develop abilities to use examples from theatrical performances in order to illustrate his/her own artistic standards.
Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<ol style="list-style-type: none"> 1. Define and demonstrate an understanding of the components and terminology of theatrical performance. <ol style="list-style-type: none"> 1. Examine and discuss the historical bases for theatrical production as it developed in earlier cultures through contemporary western and non-western societies. 2. Compare and contrast forms of ritual, play, and daily routines with artistic theatrical productions. 3. Identify and describe an understanding of general theatre terminology. 4. Differentiate between various theatrical spaces: proscenium-arch stage, thrust stage, arena stage, flexible spaces (black box), and auxiliary spaces. <ol style="list-style-type: none"> 1. Examine the configuration or arrangement of the actor-audience relationship 2. Identify and describe the role of the audience member. 3. Explore local theatre spaces 4. Define terms associated with theatrical space 5. Theatre architecture history 5. Discuss the nature of theatrical organizations and personnel <ol style="list-style-type: none"> 1. Compare and contrast various theatre jobs: producer, artistic director, designers, and technical 	<ol style="list-style-type: none"> 1. Define and demonstrate an understanding of the components and terminology of theatrical performance. <ol style="list-style-type: none"> 1. Examine and discuss the historical bases for theatrical production as it developed in earlier cultures through contemporary western and non-western societies. 2. Compare and contrast forms of ritual, play, and daily routines with artistic theatrical productions. 3. Identify and describe an understanding of general theatre terminology. 4. Differentiate between various theatrical spaces: proscenium-arch stage, thrust stage, arena stage, flexible spaces (black box), and auxiliary spaces. <ol style="list-style-type: none"> 1. Examine the configuration or arrangement of the actor-audience relationship 2. Identify and describe the role of the audience member. 3. Explore local theatre spaces 4. Define terms associated with theatrical space 5. Theatre architecture history 5. Discuss the nature of theatrical organizations and personnel <ol style="list-style-type: none"> 1. Compare and contrast various theatre jobs: producer, artistic director, designers, and technical

Changed	Field	Current Version	Proposed Version
		<p>production staff, actors, director, playwright, stage manager, management and development personnel</p> <ol style="list-style-type: none"> 1. Define terms associated with each 2. Discuss responsibilities assumed by each <ol style="list-style-type: none"> 2. Differentiate between profit and non-profit theatres 3. Examine local commercial and non- profit theatres 4. Discuss relationships between artistic and economic forces 5. Discuss the effects of theatrical unions on performance. 6. Compare western and non-western theatrical forms, including Kabuki, Noh, Chinese opera, Bunraku, and Native American, African, and South American plays or forms of ritual 7. Analyze the collaborative nature of theatrical production <ol style="list-style-type: none"> 2. Identify and examine the elements of dramatic theory in both written plays and in live performance, including works by a variety of playwrights. <ol style="list-style-type: none"> 1. Analyze concepts of Aristotelian dramatic theory. 	<p>production staff, actors, director, playwright, stage manager, management and development personnel</p> <ol style="list-style-type: none"> 1. Define terms associated with each 2. Discuss responsibilities assumed by each <ol style="list-style-type: none"> 2. Differentiate between profit and non-profit theatres 3. Examine local commercial and non- profit theatres 4. Discuss relationships between artistic and economic forces 5. Discuss the effects of theatrical unions on performance. 6. Compare western and non-western theatrical forms, including Kabuki, Noh, Chinese opera, Bunraku, and Native American, African, and South American plays or forms of ritual 7. Analyze the collaborative nature of theatrical production <ol style="list-style-type: none"> 2. Identify and examine the elements of dramatic theory in both written plays and in live performance, including works by a variety of playwrights. <ol style="list-style-type: none"> 1. Analyze concepts of Aristotelian dramatic theory.

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 2. Examine the various views of the nature of dramatic art. 3. Compare and contrast realistic and non-realistic approaches to theatre 4. Define and analyze the elements of drama: signs, language, symbols, character, action, plot, theme and meaning, visual effects, time, sound, conflict, and gesture. 5. Discuss the nature of illusion and imitation 6. Compare the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European. <ol style="list-style-type: none"> 3. Interpret and compare the elements of dramatic form in both written plays and in live performance, including works by a variety of playwrights. <ol style="list-style-type: none"> 1. Identify dramatic classifications <ol style="list-style-type: none"> 1. Compare and contrast comedy and tragedy 2. Discuss other styles: melodrama, tragicomedy, farce, and adaptations 2. Examine dramatic structures <ol style="list-style-type: none"> 1. Compare and contrast climactic, situational, and episodic forms 2. Interpret representative plays in each form and evaluate the effect of form on content, the effect of gender on 	<ol style="list-style-type: none"> 2. Examine the various views of the nature of dramatic art. 3. Compare and contrast realistic and non-realistic approaches to theatre 4. Define and analyze the elements of drama: signs, language, symbols, character, action, plot, theme and meaning, visual effects, time, sound, conflict, and gesture. 5. Discuss the nature of illusion and imitation 6. Compare the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European. <ol style="list-style-type: none"> 3. Interpret and compare the elements of dramatic form in both written plays and in live performance, including works by a variety of playwrights. <ol style="list-style-type: none"> 1. Identify dramatic classifications <ol style="list-style-type: none"> 1. Compare and contrast comedy and tragedy 2. Discuss other styles: melodrama, tragicomedy, farce, and adaptations 2. Examine dramatic structures <ol style="list-style-type: none"> 1. Compare and contrast climactic, situational, and episodic forms 2. Interpret representative plays in each form and evaluate the effect of form on content, the effect of gender on

Changed	Field	Current Version	Proposed Version
		<p>form and content, and the influence of culture on production</p> <p>3. Compare new play structures (happenings, epic theatre, theatre of the absurd, performance art, feminist theatre) with traditional dramatic structures by western and non- western playwrights and both women and men.</p> <p>4. Compare western and non-western theatrical forms, including Kabuki, Noh, Chinese opera, Bunraku, and Native American, African, and South American plays or forms of ritual</p> <p>5. Assess the influence of eastern theatrical forms on western traditions</p> <p>3. Compare formal and informal modes of theatre</p> <p>1. Define "Street" theatre</p> <p>2. Examine cultural rituals and religious events.</p> <p>4. Compare musical and non- musical types of performance</p> <p>5. Compare and contrast theatrical conventions of various historical periods.</p> <p>6. Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.</p>	<p>form and content, and the influence of culture on production</p> <p>3. Compare new play structures (happenings, epic theatre, theatre of the absurd, performance art, feminist theatre) with traditional dramatic structures by western and non- western playwrights and both women and men.</p> <p>4. Compare western and non-western theatrical forms, including Kabuki, Noh, Chinese opera, Bunraku, and Native American, African, and South American plays or forms of ritual</p> <p>5. Assess the influence of eastern theatrical forms on western traditions</p> <p>3. Compare formal and informal modes of theatre</p> <p>1. Define "Street" theatre</p> <p>2. Examine cultural rituals and religious events.</p> <p>4. Compare musical and non- musical types of performance</p> <p>5. Compare and contrast theatrical conventions of various historical periods.</p> <p>6. Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.</p>

Changed	Field	Current Version	Proposed Version
		4. Develop a set of criteria for evaluating dramatic art. <ol style="list-style-type: none"> 1. Analyze and discuss methods of evaluating live performances. 2. Evaluate reviews for scholarly and popular publication. 3. Recognize various evaluation criteria 4. Examine the effectiveness of theatrical techniques in live performances. 	4. Develop a set of criteria for evaluating dramatic art. <ol style="list-style-type: none"> 1. Analyze and discuss methods of evaluating live performances. 2. Evaluate reviews for scholarly and popular publication. 3. Recognize various evaluation criteria 4. Examine the effectiveness of theatrical techniques in live performances.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	No Value
	<p>Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	No Value	No Value
	<p>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**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
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ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.


No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	Assignments: A. Textual analysis in discussion and writing: required study of assigned dramatic texts. 1. Presentation of written criticism around assigned topics. 2. Written critiques of live performances. 3. Interpretive analyses of published critical reviews of performances and plays
	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignments: A. Textual analysis in discussion and writing: required study of assigned dramatic texts. 1. Presentation of written criticism around assigned topics. 2. Written critiques of live performances. 3. Interpretive analyses of published critical reviews of performances and plays
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Assignments: D. 2. Evaluate and analyze theatre productions on DVD and online resources. Methods of Evaluation: A. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related to theatrical criticism and live performances, along with ability to apply a variety of effective and appropriate criteria for evaluating dramatic art. B. Written critiques demonstrating the student's ability to analyze a live performance in written and oral forms as well as demonstrating the ability to integrate and summarize concepts discussed in class.

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Assignments: D. 2. Evaluate and analyze theatre productions on DVD and online resources. Methods of Evaluation: A. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related to theatrical criticism and live performances, along with ability to apply a variety of effective and appropriate criteria for evaluating dramatic art.
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Assignments: A. Textual analysis in discussion and writing: required study of assigned dramatic texts. 1. Presentation of written criticism around assigned topics. 2. Written critiques of live performances. 3. Interpretive analyses of published critical reviews of performances and plays B. Analyses of several live performances: community theatre and professional theatre presented during the academic quarter. 1. Attendance and evaluation at required live performances. 2. Participation in-class discussions of live performances.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Methods of Evaluation: A. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related to theatrical criticism and live performances, along with ability to apply a variety of effective and appropriate criteria for evaluating dramatic art.

Changed	Questions	Current Version	Proposed Version
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	<p>Methods of Evaluation: A. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related to theatrical criticism and live performances, along with ability to apply a variety of effective and appropriate criteria for evaluating dramatic art. B. Written critiques demonstrating the student's ability to analyze a live performance in written and oral forms as well as demonstrating the ability to integrate and summarize concepts discussed in class. Written project demonstrates critical thinking regarding the theatrical text analyzed, as well as comprehension and application of theatrical concepts.</p>
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	<p>Methods of Evaluation: A. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related to theatrical criticism and live performances, along with ability to apply a variety of effective and appropriate criteria for evaluating dramatic art. B. Written critiques demonstrating the student's ability to analyze a live performance in written and oral forms as well as demonstrating the ability to integrate and summarize concepts discussed in class. Written project demonstrates critical thinking regarding the theatrical text analyzed, as well as comprehension and application of theatrical concepts.</p>

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Methods of Evaluation: A. Writing assignment(s) to evaluate ability to analyze critically and synthesize course materials and personal experience related to theatrical criticism and live performances, along with ability to apply a variety of effective and appropriate criteria for evaluating dramatic art. B. Written critiques demonstrating the student's ability to analyze a live performance in written and oral forms as well as demonstrating the ability to integrate and summarize concepts discussed in class. Written project demonstrates critical thinking regarding the theatrical text analyzed, as well as comprehension and application of theatrical concepts.

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	<p>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</p>	No Value	No Value
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D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.



No Value




No Value


H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline: A: Define and demonstrate an understanding of the components and terminology of theatrical performance. B. Identify and examine the elements of dramatic theory in both written plays and in live performance, including works by a variety of playwrights. C. Interpret and compare the elements of dramatic form in both written plays and in live performance, including works by a variety of playwrights. D. Develop a set of criteria for evaluating dramatic art.
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Oral: Assignments: B: Participation in class discussions of live performances. D. 3. Preparation for participation and discussion in weekly analysis of texts and performances. Written: Assignments: A: Textual analysis in discussion and writing: required study of assigned dramatic texts. B. Analyses of several live performances: community theatre and professional theatre presented during the academic quarter. Collaborative: Assignments: C: Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation and performance

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline C: Interpret and compare the elements of dramatic form in both written plays and in live performance, including works by a variety of playwrights. Methods of Evaluation B: Written critiques demonstrating the student's ability to analyze a live performance in written and oral forms as well as demonstrating the ability to integrate and summarize concepts discussed in class.
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments D: Readings from textbook as well assigned plays and viewing of productions Course Outline B. 6. Compare the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European. C: Interpret and compare the elements of dramatic form in both written plays and in live performance, including works by a variety of playwrights.
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline 3: Compare formal and informal modes of theatre a. Define "Street" theatre b. Examine cultural rituals and religious events. Assignments D: Readings from textbook as well assigned plays and viewing of productions Course Outline C: Interpret and compare the elements of dramatic form in both written plays and in live performance, including works by a variety of playwrights.


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	Course Outline D: Develop a set of criteria for evaluating dramatic art. A. 4. Differentiate between various theatrical spaces: proscenium-arch stage, thrust stage, arena stage, flexible spaces (black box), and auxiliary spaces. A. 5. Discuss the nature of theatrical organizations and personnel a. Compare and contrast various theatre jobs: producer, artistic director, designers, and technical production staff, actors, director, playwright, stage manager, management and development personnel 1. Define terms associated with each. 2. Discuss responsibilities assumed by each b. Differentiate between profit and non-profit theaters c. Examine local commercial and non-profit theatres d. Discuss relationships between artistic and economic forces e. Discuss the effects of theatrical unions on performance.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value


CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	THEA 001	THEA 001
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross- Listed/Related Course Information	NA	NA
	Cross- Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	10/27/2020	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-mkct • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-mkct • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments



Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response	
			Date	Tab	Part - Field	Type of Edit	Edit		
	Stage 3: DEI	No Value							
			11/02/2025	Basic Course Information	Course Description	Suggested	Consider several small revisions that enhance the student-centered perspective. For example: "Students in this course will be introduced to theatre from an audience perspective. They will examine elements of dramatic art form and play production, including dramatic theory, language, space, plot, characterization, technical theatre, acting, directing, playwriting, design, and the relationship with other art forms. Students will have the opportunity to examine drama written from diverse cultural and historical perspectives. Attendance at assigned performances required"		

Changed	Questions	Current Version	Proposed Version
		11/02/2025 Basic Course DEI Information Review	<p>Suggested</p> <p>Consider revising this statement to highlight equity-focused aspects of the course. For example, "Students receive course content through a variety of methods, providing multiple means of engagement. The course includes drama written from diverse cultural and historical perspectives. Textbooks/written resources were authored recently, providing students with current information about the field." The methods of evaluation are clearly explained -- this is great! Are all methods written/based on writing? If there are non-written methods of evaluation, consider explaining them here to show several diverse ways that students can demonstrate knowledge.</p>
		11/02/2025 Specifications	<p>Suggested</p> <p>Methods of Evaluation</p>

Stage 4: Articulation Officer
 No Value No Value

!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			11/3/25	De Anza GE Form	Criteria 1-6	Required	Please provide responses for criteria 1-6 of the De Anza GE Form	Y
			4/30/26	De Anza GE form	Criteria 1-6	Required	Please provide responses for criteria 1-6.	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 5/4/26	Tab Matrix B	Part - Field All that apply	Type of Edit Required	Edit Please complete for your English advisory	
	Stage 7: Dean of Online Learning	No Value	Date 5/5/26	Tab Basic Course Information	Part - Field Proposed Details - Attachments	Type of Edit Required	Edit Please upload your Online Course Delivery forms as .pdf files in the attachments.	Initiator - Indicate "Y" When Completed or Initiator's Response 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	THEAD001.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000297977

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT- NAME	
	Course Crosswalk CRS-NUMBER	