





De Anza College  
**Change Report**  
 04/20/2026




### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Comments	Stage 7: Dean of Online Learning
Course Justification	Course Justification
Stand-Alone Statement	Stand-Alone Statement
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

### General Information

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	• Shameka Walker	• Ramona Gabriel
	<b>Course ID (CB01A and CB01B)</b>	ADMJD078.	ADMJD078.
	<b>Course Control Number</b>	CCC000231882	CCC000231882
	<b>Course Title (CB02)</b>	Correctional Investigation	Correctional Investigation
	<b>Short Course Title</b>	CORRECTIONAL INVESTIGATION	CORRECTIONAL INVESTIGATION
	<b>TOP Code (CB03)</b>	2105.10	2105.10 Corrections
	<b>CIP Code</b>	Corrections	43.0102 Corrections
	<b>Department</b>	ADMJ - Admin. of Justice	ADMJ - Admin. of Justice
	<b>Effective Term</b>	Fall 2025	Fall <del>2025</del> <u>2027</u>
	<b>SAM Priority Code (CB09)</b>	C - Clearly Occupational	C - Clearly Occupational
	<b>Course Description</b>	History and development of probation and parole systems, including current practices at the federal, state and local levels. Investigation techniques needed for preparation of pre-sentence investigation reports, use of these reports in the courts, probation and parole supervision, and correctional institutions.	This course introduces students to the principles, procedures, and professional expectations involved in conducting investigations within correctional environments. For this course, students will explore topics such as inmate interviews, evidence collection, report writing, contraband detection, staff misconduct investigations, use-of-force reviews, and the legal and ethical standards that guide investigative practice in correctional settings. There are also historical and theoretical perspectives that provides students with a deeper understanding of how and why today's investigative practices exist. By examining the historical development of probation, parole, institutional supervision, contraband control, inmate discipline, and internal investigations, students learn that modern correctional procedures have evolved from decades of policy decisions, court rulings, technological advancements, and responses to past failures or abuses.
	<b>Course Type (CB27)</b>	• Lower Division	• Lower Division

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

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

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

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

Stand-Alone Statement			

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

Changed	Field	Current Version	Proposed Version
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	<b>Course Philosophy</b>	No value	
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### CTE Course

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

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

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

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

### Foothill Equivalency

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

### DEI Review

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



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

No value

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

**More Options**

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

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

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

**Associated Programs**

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

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

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

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

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

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

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

**Speciality Hours**

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

**Credit / Non-Credit Options**

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

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

### Credit Units

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

### SKIP

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

### Specifications

Changed	Field	Current Version	Proposed Version
!	<b>Methods of Instruction</b>	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Guest speakers Field observation and field trips</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Lecture and visual aids Discussion of assigned reading Quiz and examination review performed in class/online Homework and extended projects Collaborative learning and small group exercises Collaborative group projects Guest speakers</p>
		!	<b>Assignments</b>

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

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

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

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

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

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

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

**Changed Field Current Version Proposed Version**



**Suggested Reading List**

No value

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

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

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

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

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

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

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

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		<p><b>May</b> No value</p> <p><b>include, but are not limited to</b></p>	

**Learning Outcomes**

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

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

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

**Blue Form**

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

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

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

**A-Matrix Form**

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

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

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</b> If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
!	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	METHODS OF EVALUATION: SECTION C: Participation in class discussions where students will show their understanding of the essentials of investigation and report writing
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
!	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	METHODS OF EVALUATION: SECTION A: Oral and written assignments that demonstrate the students ability to investigate and write pre-sentence reports in accord with Court Rules.

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

### C-Matrix Form

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

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

### D-Matrix Form

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

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

### E-Matrix Form

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

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

### F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value

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

**G-Matrix Form**

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

**H-Matrix Form**

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

**De Anza GE Form**

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

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

### Comments

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


## CO

Changed	Questions	Current Version	Proposed Version
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	ADMJ 078	ADMJ 078
	<b>Course Status</b>	Non-substantial	Non-substantial
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross- Listed/Related Course Information</b>	NA	NA


Changed	Questions	Current Version	Proposed Version
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Curriculum Office Notes</b>	<ul style="list-style-type: none"> <li>• (mc-changed 5-yr rev yr from 2019 to 2021 per redistribution)</li> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>• CCN requisite changes appr. 9/23/24 (effect. F25). -sw</li> </ul>	<ul style="list-style-type: none"> <li>• (mc-changed 5-yr rev yr from 2019 to 2021 per redistribution)</li> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>• CCN requisite changes appr. 9/23/24 (effect. F25). -sw</li> </ul>


**Comments**

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	Stage 3: DEI	No Value						
			11/02/2025	Basic Course Information	Course Description	Suggested	Consider a few small changes that help reframe this description from a student-centered perspective. For example, "Students in this course will gain essential knowledge surrounding the history and development of probation and parole systems, including current practices at the federal, state and local levels. They will practice investigation techniques needed for preparation of pre-sentence investigation reports, learn how to use these reports in the courts, and gain an understanding of probation and parole supervision and correctional institutions."	YES; Changes have been made

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

Changed	Questions	Current Version	Proposed Version																		
			and outcomes in corrections, encouraging students to critically evaluate and advocate for justice and fairness in their careers and communities. <b>Students gain knowledge of course content through a range of instructional modalities and are assessed through a variety of methods that cater to diverse learning styles, promoting multiple means of engagement, action, and expression. The course outline includes a discussion of historically and currently marginalized communities."</b>																		
	<b>Stage 4: Articulation Officer</b>	No Value	No Value																		
	<b>Stage 5: De Anza General Education</b>	No Value	No Value																		
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Type of 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>12/2/25</td> <td>Matrix B</td> <td></td> <td>Required</td> <td>Complete Matrix B for your English advisory. You do not need to fill every entry, only those that apply. Indicate where your entries can be found in eLumen</td> <td>YES</td> </tr> <tr> <td>1/26</td> <td>Matrix B</td> <td></td> <td>Required</td> <td></td> <td>: YES: Numbers 2 &amp; 3</td> </tr> </tbody> </table>	Date	Tab	Part - Type of Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	12/2/25	Matrix B		Required	Complete Matrix B for your English advisory. You do not need to fill every entry, only those that apply. Indicate where your entries can be found in eLumen	YES	1/26	Matrix B		Required		: YES: Numbers 2 & 3
Date	Tab	Part - Type of Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response																
12/2/25	Matrix B		Required	Complete Matrix B for your English advisory. You do not need to fill every entry, only those that apply. Indicate where your entries can be found in eLumen	YES																
1/26	Matrix B		Required		: YES: Numbers 2 & 3																

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
	<b>Stage 7: Dean of Online Learning</b>	No Value						
			3/5/26	Basic Course Information	Proposed Details - Attachments	Required	Reupload the DE forms as .pdf files. I cannot download and view in their current state.	YES
			3/17/26	Basic Course Information	Proposed Details - Attachments	Required	Hybrid form is correct now. Missing Online form. I believe I received your Online form through Adobe, but the final completed form must be attached here as well. Once I see it attached here, I can approve this workflow	YES: Online form submitted
			3/18/26	Basic Course Information	Proposed Details - Attachments	Required		Y
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value					
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value					

**Course Administration Codes**

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

Changed	Field	Current Version
	<b>Curriculum ID</b>	ADMJD078.
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2026 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2021 12:00:00 AM

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Course Control Number</b>	CCC000231882

**Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Course Crosswalk CRS-DEPT-NAME</b>	
	<b>Course Crosswalk CRS-NUMBER</b>	


De Anza College  
**Change Report**  
 04/20/2026

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Req/Adv	Limitation(s) on Enrollment:
Req/Adv	Limitation(s) on Enrollment - Other:
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
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De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

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

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

Changed	Field	Current Version	Proposed Version
	<b>Course ID (CB01A and CB01B)</b>	AFAMD025.	AFAMD025.
	<b>Course Control Number</b>	CCC000624612	CCC000624612
	<b>Course Title (CB02)</b>	Introduction to Black Feminism	Introduction to Black Feminism
	<b>Short Course Title</b>	INTRO TO BLACK FEMINISM	INTRO TO BLACK FEMINISM
	<b>TOP Code (CB03)</b>	2201.10	2201.10 Women's Studies
	<b>CIP Code</b>	Women's Studies	05.0207 Women's Studies
	<b>Department</b>	AFAM - African American Studies	AFAM - African American Studies
	<b>Effective Term</b>	Fall 2025	Fall <del>2025</del> <u>2027</u>
	<b>SAM Priority Code (CB09)</b>	E - Non-Occupational	E - Non-Occupational
	<b>Course Description</b>	This course is an interdisciplinary, multi-perspective, critical analysis, and comparative study of Black Feminism. Students will examine some key theories and ideas of Black Feminism and Black Feminist Thought, including womanist theory, the theory of intersectionality, and standpoint theory. The course will consider how Black women have challenged the intersecting effects of racism, sexism, classism, colonialism, homophobia, media exploitation, and other forms of social violence. Students will read major works, learn to engage in critical dialogue, and articulate their own positions concerning the basic ideas and principles of Black Feminism. The values, experience, and cultural contributions of Black feminist and/or Black womanist individuals in the United States will be identified, examined, and authenticated.	This course is an interdisciplinary, multi-perspective, critical analysis, and comparative study of Black Feminism. Students will examine some key theories and ideas of Black Feminism and Black Feminist Thought, including womanist theory, the theory of intersectionality, and standpoint theory. The course will consider how Black women have challenged the intersecting effects of racism, sexism, classism, colonialism, homophobia, media exploitation, and other forms of social violence. Students will read major works, learn to engage in critical dialogue, and articulate their own positions concerning the basic ideas and principles of Black Feminism. The values, experience, and cultural contributions of Black feminist and/or Black womanist individuals in the United States will be identified, examined, and authenticated.
	<b>Course Type (CB27)</b>	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> <li>• Hybrid</li> </ul>

**Faculty Requirements**

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

**Formerly Statement**

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

**Course Justification**

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

**Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	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	<del>Yes - complete the cross-listed form</del> <u>No</u>



### Foothill Equivalency

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

**DEI Review**



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

Changed	Field	Current Version	Proposed Version
	<b>Please summarize the ways in which your course includes DEI.</b>	No value	<p><u>The Black Feminism course at De Anza College intentionally integrates Diversity, Equity, and Inclusion (DEI) throughout its course description, assignments, primary texts, methods of instruction, methods of evaluation, and course outline because DEI principles are central to Black feminist theory, history, and praxis. The course description explicitly frames Black Feminism as an intersectional field that examines race, gender, class, sexuality, ability, and power, signaling a commitment to inclusive and equity-centered analysis. Assignments are designed to cultivate critical thinking, reflexivity, and applied analysis of structural inequalities, encouraging students to engage with diverse perspectives and lived experiences while connecting theory to social practice. Primary texts prioritize Black feminist scholars, activists, and cultural producers whose work challenges dominant narratives and centers historically marginalized voices. The methods of instruction employ inclusive and culturally responsive pedagogies, such as dialogue-based learning, collaborative inquiry, and community-engaged approaches, to create an equitable learning environment that respects diverse identities and learning styles. Methods of evaluation are structured to assess student learning fairly by valuing multiple forms of knowledge production, including analytical writing, discussion, and creative or reflective work. The course outline systematically integrates DEI themes to ensure students develop a comprehensive understanding of Black Feminism as a framework for analyzing power, resistance, and social transformation. Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) Overall, embedding DEI across the Black Feminism course reflects both the intellectual foundations of the field and De Anza College's institutional commitment to equity, social justice, and inclusive excellence in higher education.</u></p>

### More Options

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

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

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

### Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Cal-GETC</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	Cal-GETC	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Cal-GETC</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement-Advanced (COA-A)</td> </tr> </table>	<b>Associated Program</b>	Cal-GETC	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
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Changed	Field	Current Version	Proposed Version
		<b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Award Type</b> Associate in Arts (A.A.) Degree
		<b>Associated Program</b> Liberal Arts (Social and Behavioral Sciences Emphasis)	<b>Associated Program</b> Liberal Arts (Social and Behavioral Sciences Emphasis)
		<b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Award Type</b> Associate in Arts (A.A.) Degree
		<b>Associated Program</b> Social Justice Studies: General Studies for Transfer	<b>Associated Program</b> Social Justice Studies: General Studies for Transfer
		<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree
		<b>Associated Program</b> Social Justice Studies: General Studies for Transfer (In Development)	<b>Associated Program</b> Social Justice Studies: General Studies for Transfer (In Development)
		<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree
		<b>Associated Program</b> Women's Studies	<b>Associated Program</b> Women's Studies
		<b>Award Type</b> Certificate of Achievement (COA)	<b>Award Type</b> Certificate of Achievement (COA)

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

Changed	Field	Current Version	Proposed Version												
	<b>GE Information</b>														
		<table border="1"> <tr> <td><b>System/Institution</b></td> <td>Cal-GETC</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• CA3B - Approved.</li> <li>• CA4X - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	Cal-GETC	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA3B - Approved.</li> <li>• CA4X - Approved.</li> </ul>	-	No value	<table border="1"> <tr> <td><b>System/Institution</b></td> <td>Cal-GETC</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• CA3B - Approved.</li> <li>• CA4X - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	Cal-GETC	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA3B - Approved.</li> <li>• CA4X - Approved.</li> </ul>	-	No value
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-	No value														

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

Course Student Hours - Profile Name: Default Profile			

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

**Speciality Hours**

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

**Credit / Non-Credit Options**

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


**Credit Units**

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

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

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

**Specifications**

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

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

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Evaluation**

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**Methods of Evaluation**

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

**Methods of Evaluation**

Methods of Evaluation

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

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

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

## Changed Field

## Current Version

## Proposed Version



## Examples of Primary Texts and References

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

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

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

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

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

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

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

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

<b>Title</b>	A Black Women's History of the United States
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**Proposed Version**

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

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

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



**Suggested Reading List**

No value

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

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

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

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

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
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		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
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		<p><b>Reading List</b> Allen, Carol. Black Women Intellectuals: Strategies of Nation, Family, and Neighborhood in the Works of Pauline Hopkins, Jessie Fauset, and Marita Bonner. New York: Garland, 1998.</p>	
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		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
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		<p><b>Reading List</b> Byrd, Rudolph P., Johnnetta Betsch Cole, and Beverly Guy-Sheftall. I am Your Sister: Collected and Unpublished Writings of Audre Lorde. New York: Oxford University Press, 2009.</p>	
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		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
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		<p><b>Reading List</b> Harris, Laura Alexander. "Queer Black Feminism: The Pleasure Principle." Feminist Review 4, no. 4 (1996): 3-30.</p>	
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		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
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Changed	Field	Current Version	Proposed Version
		<p><b>Reading List</b> Lorde, Audre. I Am Your Sister: Black Women Organizing Across Sexualities. Latham, NY: Kitchen Table, Women of Color Press, 1986.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Cooper, Denise. "Hip Hop Feminism: From Bitches to Queens and the Varied Experiences in Between." In Voices of a New Generation: A Feminist Anthology, eds. Sara Weir and Constance Faulkner. Boston: Pearson, 2004.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Crenshaw, Kimberle. "Beyond Racism and Misogyny: Black Feminism and the 2 Live Crew." Boston Review 16, no. 6 (1991): 6-33.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Wallace, Michele. "When Black Feminism Faces the Music and the Music is Rap." New York Times 29 July 1990, 12.</p>	

Changed	Field	Current Version	Proposed Version
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Brooks, Evelyn. "The Feminist Theology of the Black Baptist Church, 1880-1900 (1980)." In <i>Class, Race, and Sex: The Dynamics of Control</i>, eds. Amy Swerdlow and Hanna Lessinger. Boston: G.K. Hall, 1983.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Cole Johnnetta Betsch and Beverly Guy-Sheftall. <i>Gender Talk: The Struggle for Women's Equality in African American Communities</i>. New York: One World Ballantine Books, 2003.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Douglas, Kelly Brown. <i>Sexuality and the Black Church: A Womanist Perspective</i>. Maryknoll, NY: Orbis, 1999.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	

Changed	Field	Current Version	Proposed Version
		<p><b>Reading List</b> McClaurin, Irma, ed. Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics. New Brunswick: Rutgers University Press, 2001.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Mullings, Leith. "African-American Women Making Themselves: Notes on the Role of Black Feminist Research." Souls 2, no. 4 (Fall 2000): 18-29.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> James, Joy and T. Denean Sharpley-Whiting. "The Black Feminist Reader." New York: Wiley-Blackwell, 2000.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Burack, Cynthia. Healing Identities: Black Feminist Thought and the Politics of Groups. Ithaca, NY: Cornell University Press, 2004.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	

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


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

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

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

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

**Learning Outcomes**

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

Changed	Field	Current Version	Proposed Version								
	<b>CSLOs</b>	<table border="1"> <tr> <td><b>CSLOs</b></td> <td>Demonstrate an awareness of some of the key theories and concepts of Black feminism.</td> </tr> <tr> <td><b>Expected SLO Performance</b></td> <td>0.0</td> </tr> </table>	<b>CSLOs</b>	Demonstrate an awareness of some of the key theories and concepts of Black feminism.	<b>Expected SLO Performance</b>	0.0	<table border="1"> <tr> <td><b>CSLOs</b></td> <td>Demonstrate an awareness of some of the key theories and concepts of Black feminism.</td> </tr> <tr> <td><b>Expected SLO Performance</b></td> <td>0.0</td> </tr> </table>	<b>CSLOs</b>	Demonstrate an awareness of some of the key theories and concepts of Black feminism.	<b>Expected SLO Performance</b>	0.0
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**Course Outline**

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

Changed	Field	Current Version	Proposed Version
		sexuality, and class on an individual and institutional level. <ol style="list-style-type: none"> <li>1. Examine the influences of privilege and oppression on the lives of Black women and their varied responses from a historical and contemporary perspective.</li> <li>2. Identify one's own complicity in the production and perpetuation of social hierarchies.</li> </ol> 5. Examine the civic engagement of Black feminists in social, cultural, and political institutions in the United States. <ol style="list-style-type: none"> <li>1. Understand the role of Black feminism in larger social justice issues grounded in the United States.</li> <li>2. Assess the diversity and commonality among Black women intellectuals, both academic and nonacademic</li> </ol> 6. Synthesize the course material in order to analyze and understand one's own social position and ways of transforming it <ol style="list-style-type: none"> <li>1. Reflect a sense of self</li> <li>2. Reflect on one's socialization process around concepts of feminism, gender roles, racism, and critical analysis.</li> </ol>	sexuality, and class on an individual and institutional level. <ol style="list-style-type: none"> <li>1. Examine the influences of privilege and oppression on the lives of Black women and their varied responses from a historical and contemporary perspective.</li> <li>2. Identify one's own complicity in the production and perpetuation of social hierarchies.</li> </ol> 5. Examine the civic engagement of Black feminists in social, cultural, and political institutions in the United States. <ol style="list-style-type: none"> <li>1. Understand the role of Black feminism in larger social justice issues grounded in the United States.</li> <li>2. Assess the diversity and commonality among Black women intellectuals, both academic and nonacademic</li> </ol> 6. Synthesize the course material in order to analyze and understand one's own social position and ways of transforming it. <ol style="list-style-type: none"> <li>1. Reflect a sense of self</li> <li>2. Reflect on one's socialization process around concepts of feminism, gender roles, racism, and critical analysis.</li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

**Blue Form**

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

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value



Limitation(s) on Enrollment:

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

No Value



Limitation(s) on Enrollment - Other:

(Also listed as WMST D025.)

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

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






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

General Course Statement(s) - Other:

No Value

No Value

### A-Matrix Form

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

**B-Matrix Form**

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

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

### C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
	<b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b>	No Value	No Value
	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value

### D-Matrix Form

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

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

### E-Matrix Form

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

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

### F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value

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




**G-Matrix Form**




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

**H-Matrix Form**

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

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1:</b> <b>Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline A: Examine the historical roots of Black Feminism in the United States.
	<b>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Oral Communication: Assignments A. Weekly Class Discussion on key topics and themes of the course.; Written communication: Assignments B. Weekly Content Reflection on the provided weekly course content; Collaborative Exercises: Assignments A. Weekly Class Discussion on key topics and themes of the course.
	<b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline C: Explore the intersection of Black feminist thought between dominant-culture feminist theory and Black racial identity.



Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4:</b> Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline B: Analyze the historical, social, and cultural roles that gender, race, and identity play within institutions in the United States and learn how Black feminists navigate these roles.
	<b>Criteria 5:</b> Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline B: Analyze the historical, social, and cultural roles that gender, race, and identity play within institutions in the United States and learn how Black feminists navigate these roles.
	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Outline D1: Examine the influences of privilege and oppression on the lives of Black women and their varied responses from a historical and contemporary perspective.

### Comments

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


## CO

Changed	Questions	Current Version	Proposed Version
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	WMST 025; AFAM 025	WMST 025; AFAM 025
	<b>Course Status</b>	Non-substantial	Non-substantial
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Cross-listed	Cross-listed
	<b>Cross-Listed/Related Course ID's</b>	WMST 25 (P); AFAM 25 (C)	WMST 25 (P); AFAM 25 (C)

Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	11/26/2019	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	11/26/2019	No Value
	<b>Curriculum Office Notes</b>	<ul style="list-style-type: none"> <li>• Minor revisions to meet CSU GE, Area F only and new AFAM 25 cross-listing appr. 1/12/21 (effect. F21).-mkct</li> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>• Tech Change - Became parent course in x-list appr. 5/30/23 (effect. F24).-mkct</li> <li>• Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct</li> </ul>	<ul style="list-style-type: none"> <li>• Minor revisions to meet CSU GE, Area F only and new AFAM 25 cross-listing appr. 1/12/21 (effect. F21).-mkct</li> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> <li>• Tech Change - Became parent course in x-list appr. 5/30/23 (effect. F24).-mkct</li> <li>• Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mkct</li> </ul>

**Comments**

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

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

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

Changed	Questions	Current Version	Proposed Version					
			02/11/2026	Specifications of Primary Texts and References	Suggested	Examples of Primary Texts and References	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.). If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this detailed list of evaluation methods! For any of these methods, can/do instructors provide examples of strong and/or successful assignments	Y
			02/11/2026	Specifications	Suggested	Methods of Evaluation	to clarify expectations for all students when possible and appropriate? If so, consider noting this for the relevant assignment. If not appropriate, please disregard.	Y
	<b>Stage 4: Articulation Officer</b>	No Value						<b>Initiator - Indicate "Y" When Completed or Initiator's Response</b>
			03/07/26	Specifications	Suggested	Required	The Curriculum Committee had decided that this section would only be for Literature Courses. You would want to delete this section. I'm so sorry; it's a beautiful list!	Y (No worries!)
	<b>Stage 5: De Anza General Education</b>	No Value					No Value	

Changed	Questions	Current Version	Proposed Version
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	No Value
	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value

**Course Administration Codes**

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

Changed	Field	Current Version
	<b>Curriculum ID</b>	AFAMD025.
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	May 30, 2023 12:00:00 AM
	<b>Time to Next Review</b>	Sep 1, 2025 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2020 12:00:00 AM
	<b>Course Control Number</b>	CCC000624612

**Articulation**

Changed	Field	Current Version
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Course Crosswalk CRS- DEPT-NAME</b>	
	<b>Course Crosswalk CRS- NUMBER</b>	

De Anza College  
**Change Report**  
 04/20/2026



### Summary of Changes

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

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

## General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> <li>Mary Clark Tillman</li> </ul>	<ul style="list-style-type: none"> <li>Elizabeth Mjelde</li> </ul>

Changed	Field	Current Version	Proposed Version
	<b>Course ID (CB01A and CB01B)</b>	ARTSD001A	ARTSD001A
	<b>Course Control Number</b>	CCC000016379	CCC000016379
	<b>Course Title (CB02)</b>	Introduction to the Visual Arts	Introduction to the Visual Arts
	<b>Short Course Title</b>	INTRO TO VISUAL ARTS	INTRO TO VISUAL ARTS
	<b>TOP Code (CB03)</b>	1001.00	1001.00 Fine Arts, General
	<b>CIP Code</b>	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	<b>Department</b>	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
	<b>Effective Term</b>	Fall 2025	Fall <del>2025</del> <u>2027</u>
	<b>SAM Priority Code (CB09)</b>	E - Non-Occupational	E - Non-Occupational
	<b>Course Description</b>	This course explores visual imagery throughout the world, for the purpose of refining visual literacy skills. Works of art will be studied by means of formal analysis and medium, the social experiences of artists, the function of works of art in their original environment, and comparison of works from different cultures. The primary emphasis will be on paintings, graphic works, and sculpture.	In this course students explore art from a broad range of cultures, for the purpose of building and refining skills in visual literacy and critical analysis. Students evaluate subject matter, materials and techniques, the training of artists, patronage, and the historical function(s) of works of art through application of diverse theoretical approaches and interpretive methods. Students produce written analysis of art based on firsthand observation.
	<b>Course Type (CB27)</b>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Online</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	No value
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	No value

### Formerly Statement

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

### Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Liberal Arts Associate of Arts Degree. It was developed to meet a thematic requirement within the General Introduction to Art History series, introducing students to the visual arts through the development of visual literacy skills.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Liberal Arts Associate of Arts Degree. It was developed to meet a thematic requirement within the General Introduction to Art History series, introducing students to the visual arts through the development of visual literacy skills.

### Stand-Alone Statement

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

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

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

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

Mirrored Credit/Noncredit Course			

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

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


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

Changed	Field	Current Version	Proposed Version
	<b>Please check all areas in the COR that address DEI.</b>	No value	<ul style="list-style-type: none"> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Assignments</li> <li>• Specifications - Examples of Primary Texts and References</li> <li>• Specifications - Methods of Instruction</li> <li>• Specifications - Methods of Evaluation</li> <li>• Outline - Course Outline</li> </ul>
	<b>Please summarize the ways in which your course includes DEI.</b>	No value	<u>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</u>

### More Options

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

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

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

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

### Associated Programs

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

**Changed Field**

**Current Version**

**Proposed Version**

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

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

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

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

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

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

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

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

<b>Associated Program</b>	Illustration
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Illustration
<b>Award Type</b>	Associate in Arts (A.A.) Degree

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

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

<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)
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<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)
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**Changed Field**

**Current Version**

**Proposed Version**

<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)	<b>Associated Program</b>	Liberal Arts (Arts and Letters Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Painting	<b>Associated Program</b>	Painting
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Painting (In Development)	<b>Associated Program</b>	Painting (In Development)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	UI/UX: User Interface/User Experience Design	<b>Associated Program</b>	UI/UX: User Interface/User Experience Design
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	UI/UX: User Interface/User Experience Design	<b>Associated Program</b>	UI/UX: User Interface/User Experience Design
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	UI/UX: User Interface/User Experience Design (In Development)	<b>Associated Program</b>	UI/UX: User Interface/User Experience Design (In Development)

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

**Transferability & Gen. Ed. Options**

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

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
	<b>Total - Course In-Class (Contact) Hours</b>	48	48
	<b>Total - Course Out-of-Class Hours</b>	96	96
	<b>Total Credit Units - Minimum Credit Units</b>	4	4
	<b>Total Credit Units - Maximum Credit Units</b>	4	4

### Speciality Hours

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

### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.

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


### Credit Units

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

### SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

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

Changed	Field	Current Version	Proposed Version
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Required reading assignments from primary source documents and secondary sources.</li> <li>2. Written assignment: A term paper which requires visual analysis of original works of art</li> </ol>	<p>A. Image presentations</p> <ol style="list-style-type: none"> <li>1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation</li> <li>2. Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used</li> <li>3. Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception</li> </ol> <p>B. Assigned reading</p> <ol style="list-style-type: none"> <li>1. Primary source documents</li> <li>2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays</li> <li>3. Instructor-authored material</li> </ol> <p>C. Writing</p> <ol style="list-style-type: none"> <li>1. Written (or partially-written) midterm and final exams</li> <li>2. Analysis or research paper based on selection, observation, and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation</li> <li>3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas</li> </ol>

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

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Changed	Field	Current Version	Proposed Version
		<p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Midterm and final exams, including both of the following formats: objective questions identifying works of art and their respective artists, historical periods, dates, and media, and/or “short answer” questions; and written essays requiring analysis of works of art in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources.</li> <li>2. At least one written assignment, comprised of a term paper which requires visual analysis of original works of art (or architecture)</li> </ol>	<p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>A. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of art and texts (primary and secondary sources).</li> <li>B. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of art and texts.</li> <li>C. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills.</li> <li>D. Analysis or research paper to assess critical analysis of original work(s) of art observed firsthand.</li> </ol>

Changed	Field	Current Version	Proposed Version
		<p>contextualized in relation to works of art (or architecture) discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of art objects; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of artists (or architects and/or patrons); and analysis of the function and meaning of the work in society.</p>	

Changed	Field	Current Version	Proposed Version
	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None.</li></ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck</li></ul>

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

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

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

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

<b>Title</b>	The Routledge Companion to Decolonizing Art History
<b>Author</b>	Flores, Tatiana, Flores, San Martín, and Charlene Villaseñor Black, eds.

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

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

No value

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

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

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

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

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

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

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

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

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
		<p><b>Reading List</b> Wood, W. Warner. "Made in Mexico: Zapotec Weavers and the Global Ethnic Art Market." Bloomington and Indianapolis: Indiana University Press, 2008.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Michaels, Walter Benn. "The Beauty of a Social Problem: Photography, Autonomy, Economy." Chicago and London: University of Chicago Press, 2015.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Copeland, Huey. "Bound to Appear: Art, Slavery, and the Site of Blackness in Multicultural America." Chicago: University of Chicago Press, 2013.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
		<p><b>Reading List</b> Screech, Timon. "The Lens within the Heart: The Western Scientific Gaze and Popular Imagery in Later Edo Japan." Honolulu: University of Hawaii Press, 2002.</p>	
		<p><b>May include, but are not limited to</b></p>	
		<p><b>Reading List</b> Bohls, Elizabeth A. "Slavery and the Politics of Place: Representing the Colonial Caribbean, 1770-1833." Cambridge and New York: Cambridge University Press, 2014.</p>	
		<p><b>May include, but are not limited to</b></p>	
		<p><b>Reading List</b> Davis, Heather and Etienne Turpin. "Art in the Anthropocene: Encounters Among Aesthetics, Politics, Environments, and Epistemologies." London: Open Humanities Press, 2015.</p>	

Changed	Field	Current Version	Proposed Version
		<p><b>May include, but are not limited to</b></p>	
		<p><b>Reading List</b> Lippard, Lucy, et al. "Weather Report: Art and Climate Change." Boulder, CO: Boulder Museum of Contemporary Art, 2007.</p>	
		<p><b>May include, but are not limited to</b></p>	
		<p><b>Reading List</b> Brodsky, Judith, et al. "The Fertile Crescent: Gender, Art, and Society." New Brunswick, NJ: Rutgers University Institute for Women and Art, 2012.</p>	
		<p><b>May include, but are not limited to</b></p>	
		<p><b>Reading List</b> Jones, Amelia and Erin Silver, eds. "Otherwise: Imagining Queer Feminist Art Histories." Manchester: Manchester University Press, 2016.</p>	

Changed	Field	Current Version	Proposed Version
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Heartney, Eleanor. "Art and Today." New York: Phaidon Press Inc., 2008.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	

**Learning Outcomes**

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Changed	Field	Current Version	Proposed Version
!	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Discuss the function of works of art relative to their original environment</li> <li>• Develop visual thinking skills through stylistic and formal analysis of elements and principles</li> <li>• Explore different media used by artists to produce works of art</li> <li>• Analyze the social experiences of artists</li> <li>• Compare and contrast works of art produced in different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the production of art in a diverse range of cultures and time periods, through evaluation of artist training, assessment of techniques, and critical analysis of subject type.</li> <li>• Analyze the function of art in a diverse range of cultures and time periods, through investigation of the uses of art in its original environment; assessment of ongoing patterns of reception; and evaluation of social relationships between artists and those who commission, support, or otherwise use their work.</li> <li>• Evaluate methodology used to interpret art, through application of traditional, emerging, and critical theory approaches used by art historians.</li> </ul>

Changed	Field	Current Version	Proposed Version
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**CSLOs**

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

**Expected SLO Performance** 0.0

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

**Expected SLO Performance** 0.0

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

**Expected SLO Performance** 0.0

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

**Expected SLO Performance** 0.0

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

**Expected SLO Performance** 0.0

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

**Changed Field**

**Current Version**

**Proposed Version**

**Expected SLO Performance** 0.0

### Course Outline

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

Changed	Field	Current Version	Proposed Version
		<ul style="list-style-type: none"> <li>printmaking</li> <li>2. Three-dimensional media               <ul style="list-style-type: none"> <li>1. Methods of sculpture</li> <li>2. Materials of sculpture</li> </ul> </li> <li>4. Analyze the social experiences of artists               <ul style="list-style-type: none"> <li>1. Social theory and artistic experience                   <ul style="list-style-type: none"> <li>1. Economic status and classism</li> <li>2. Ethnicity and racism</li> <li>3. Gender and sexism</li> </ul> </li> <li>2. Artist/patron agreements and expectations</li> </ul> </li> <li>5. Compare and contrast works of art produced in different cultures               <ul style="list-style-type: none"> <li>1. Social experiences of artists</li> <li>2. Uses of materials and tools in the production of works of art</li> <li>3. Approaches to elements of art and principles of design</li> <li>4. Function(s) of art in its original environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>3. Artists and patrons               <ul style="list-style-type: none"> <li>a. Artists working with representatives of public institutions</li> <li>b. Artists working with private individuals</li> </ul> </li> <li>C. Evaluate methodology used to interpret art, through application of traditional, emerging, and critical theory approaches used by art historians.               <ul style="list-style-type: none"> <li>1. Traditional and emerging methods of art history                   <ul style="list-style-type: none"> <li>a. Formal analysis</li> <li>b. Stylistic analysis</li> <li>c. Connoisseurship</li> <li>d. Iconography, iconology, and semiotics</li> <li>e. Ecocritical art history</li> </ul> </li> <li>2. Critical theory                   <ul style="list-style-type: none"> <li>a. Feminist art history, gender studies, and queer studies</li> <li>b. Marxist art history and material culture studies</li> <li>c. Critical race art history</li> <li>d. Postcolonial and colonial discourse theories</li> <li>e. Decolonization and self-determination studies</li> </ul> </li> </ul> </li> </ul>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

## Blue Form

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

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

No Value

No Value

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

No Value

No Value

### Req/Adv

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

No Value

No Value

**Corequisite(s):**

No Value

No Value

**Advisory(ies):**

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

**Advisory(ies) - Other:**

No Value

No Value

**Limitation(s) on Enrollment:**

No Value

No Value

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

No Value

No Value

**Entrance Skills(s):**

No Value

No Value

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

No Value

No Value

**General Course Statement(s):**

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

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

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

Changed	Questions	Current Version	Proposed Version
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	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
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	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays
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	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas
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Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of original work(s) of art, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieu as well as temporal, geographical, and environmental parameters within which art was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of art and ideas to explore patterns of production and reception

## B-Matrix Form

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

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

### C-Matrix Form

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

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

## D-Matrix Form

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

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

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

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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

## De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Assignments A1: Visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation.
	<b>Criteria 4:</b> <b>Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Assignment B2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which art was created and used.

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

**Comments**

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

Changed	Questions	Current Version	Proposed Version
	<b>Stage 8: Dean of Online Learning</b>	No Value	No Value
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 10: De Anza General Education</b>	No Value	No Value
	<b>Stage 13: Curriculum Committee</b>	No Value	No Value


## CO

Changed	Questions	Current Version	Proposed Version
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	ARTS 001A	ARTS 001A
	<b>Course Status</b>	Non-substantial	Non-substantial
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	11/12/2019	11/12/2019
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value

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

**Comments**

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

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
		No Value	Date	Tab	Part - Field	Type of Edit	Edit		
	Stage 3: DEI		3/26/2026	Specifications	Examples of Primary Texts and References	Required	<p>Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. <b>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.</b></p>	<p>While the Heilbrunn Timeline of Art History is a suitable OER supplemental resource for this course, it is not offered as a substitute for the primary text or references. Individual faculty members determine texts and course materials, which may include OER and ZTC options.</p>	

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

<p>3/26/2026 Specifications</p>	<p>Examples of Primary Texts and References</p>	<p>Suggested explanations of technical terms, etc.)? If</p>	<p>Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, technical terms, etc.)? <b>If so, let me know in the Initiator response box,</b> and consider adding this to the DEI statement. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. If yes, consider noting this for the relevant assignment. If not appropriate, let me know in the Initiator response box.</p>
<p>3/26/2026 Specifications</p>	<p>Assignments</p>	<p>Suggested</p>	<p>The "DEI Review" statement has been revised in response to the suggestion.</p>
<p>3/26/2026 Specifications</p>	<p>Assignments</p>	<p>Suggested</p>	<p>Assignment "C2" has been revised in response to the suggestion.</p>

Changed	Questions	Current Version	Proposed Version
		3/26/2026	Specifications Methods of Evaluation Suggested
			For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant evaluation method. If not appropriate, let me know in the initiator response box. Method of Evaluation "B" has been revised in response to the suggestion.
	<b>Stage 4: Articulation Officer</b>	No Value	No Value
	<b>Stage 5: De Anza General Education</b>	No Value	No Value
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	No Value
	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value

## Course Administration Codes

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

Changed	Field	Current Version
	<b>Curriculum ID</b>	ARTSD001A
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	Nov 12, 2019 12:00:00 AM
	<b>Time to Next Review</b>	Sep 1, 2025 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2020 12:00:00 AM
	<b>Course Control Number</b>	CCC000016379

## Articulation

Changed	Field	Current Version
	<b>Course Crosswalk CRS-DEPT-NAME</b>	
	<b>Course Crosswalk CRS-NUMBER</b>	

De Anza College  
**Change Report**  
 04/20/2026

### Summary of Changes

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

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

## General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> <li>Mary Clark Tillman</li> </ul>	<ul style="list-style-type: none"> <li>Elizabeth Mjelde</li> </ul>

Changed	Field	Current Version	Proposed Version
	<b>Course ID (CB01A and CB01B)</b>	ARTSD001B	ARTSD001B
	<b>Course Control Number</b>	CCC000237323	CCC000237323
	<b>Course Title (CB02)</b>	Architecture Past and Present	Architecture Past and Present
	<b>Short Course Title</b>	ARCHITECT PAST & PRES	ARCHITECT PAST & PRES
	<b>TOP Code (CB03)</b>	1001.00	1001.00 Fine Arts, General
	<b>CIP Code</b>	Visual and Performing Arts, General	50.0101 Visual and Performing Arts, General
	<b>Department</b>	ARTS - Visual Arts and Design	ARTS - Visual Arts and Design
!	<b>Effective Term</b>	Fall 2025	Fall <del>2025</del> <u>2027</u>
	<b>SAM Priority Code (CB09)</b>	E - Non-Occupational	E - Non-Occupational
!	<b>Course Description</b>	This course explores architecture throughout the world, for the purpose of refining visual literacy skills. Works of architecture will be studied comparatively with regard to form and function, and numerous architectural concepts will be examined.	In this course students explore architecture from a broad range of cultures, for the purpose of building and refining skills in visual literacy and critical analysis. Students evaluate architectural design and construction practices, training of architects, patronage, and the historical function(s) of architecture through application of diverse theoretical approaches and interpretive methods. Students produce written analysis of architecture based on firsthand observation.
	<b>Course Type (CB27)</b>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	No value
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	No value

### Formerly Statement

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

### Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the General Introduction to Art History series, introducing students to the visual arts by means of an analysis of the function of a wide range of architectural forms.	This course is a major requirement in the discipline of Art History for at least one CSU or UC. Further, this course meets a general education requirement for De Anza and Cal-GETC. It belongs on the Art History Associate of Arts Degree. It was developed to meet a thematic requirement within the General Introduction to Art History series, introducing students to the visual arts by means of an analysis of the function of a wide range of architectural forms.

### Stand-Alone Statement

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

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

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

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

Mirrored Credit/Noncredit Course			

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

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


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

Changed	Field	Current Version	Proposed Version
	<b>Please check all areas in the COR that address DEI.</b>	No value	<ul style="list-style-type: none"> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Assignments</li> <li>• Specifications - Examples of Primary Texts and References</li> <li>• Specifications - Methods of Instruction</li> <li>• Specifications - Methods of Evaluation</li> <li>• Outline - Course Outline</li> </ul>
	<b>Please summarize the ways in which your course includes DEI.</b>	No value	<u>All aspects of this course were reviewed and updated to reflect values and practices of diversity, equity, and inclusion. For example, primary texts and references represent diverse authors, voices, and perspectives; offer clear and accessible explanation; and explore current debates in the field of art history that are relevant to students.</u>

### More Options

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

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

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

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

### Associated Programs

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

<b>Associated Program</b>	Art History	<b>Associated Program</b>	Art History
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Art History	<b>Associated Program</b>	Art History
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Art History	<b>Associated Program</b>	Art History
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Art History	<b>Associated Program</b>	Art History
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Art History for Transfer	<b>Associated Program</b>	Art History for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree
<b>Associated Program</b>	Art History for Transfer (In Development)	<b>Associated Program</b>	Art History for Transfer (In Development)
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree	<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

Changed	Field	Current Version	Proposed Version
		<b>Associated Program</b> Cal-GETC	<b>Associated Program</b> Cal-GETC
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b> Cal-GETC (In Development)	<b>Associated Program</b> Cal-GETC (In Development)
		<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b> Certificate of Achievement-Advanced (COA-A)
		<b>Associated Program</b> Liberal Arts (Arts and Letters Emphasis)	<b>Associated Program</b> Liberal Arts (Arts and Letters Emphasis)
		<b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Award Type</b> Associate in Arts (A.A.) Degree
		<b>Associated Program</b> Liberal Arts (Arts and Letters Emphasis)	<b>Associated Program</b> Liberal Arts (Arts and Letters Emphasis)
		<b>Award Type</b> Associate in Arts (A.A.) Degree	<b>Award Type</b> Associate in Arts (A.A.) Degree

**Transferability & Gen. Ed. Options**

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

Changed	Field	Current Version	Proposed Version												
	<b>Transfer Status</b>	Approved	Approved												
	<b>GE Information</b>	<table border="1"> <tr> <td><b>System/Institution</b></td> <td>Cal-GETC</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>CA3A - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	Cal-GETC	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>CA3A - Approved.</li> </ul>	-	No value	<table border="1"> <tr> <td><b>System/Institution</b></td> <td>Cal-GETC</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>CA3A - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	Cal-GETC	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>CA3A - Approved.</li> </ul>	-	No value
<b>System/Institution</b>	Cal-GETC														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>CA3A - Approved.</li> </ul>														
-	No value														
<b>System/Institution</b>	Cal-GETC														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>CA3A - Approved.</li> </ul>														
-	No value														
		<table border="1"> <tr> <td><b>System/Institution</b></td> <td>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>2G3X - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	De Anza GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>2G3X - Approved.</li> </ul>	-	No value	<table border="1"> <tr> <td><b>System/Institution</b></td> <td>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>2G3X - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	De Anza GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>2G3X - Approved.</li> </ul>	-	No value
<b>System/Institution</b>	De Anza GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>2G3X - Approved.</li> </ul>														
-	No value														
<b>System/Institution</b>	De Anza GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>2G3X - Approved.</li> </ul>														
-	No value														

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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

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

**Speciality Hours**

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

**Credit / Non-Credit Options**

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

**Credit Units**

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

Changed	Field	Current Version	Proposed Version
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	4	4
	<b>Minimum Credit Units</b>	4	4
	<b>Maximum Credit Units</b>	4	4

**SKIP**

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

**Specifications**

Changed	Field	Current Version	Proposed Version
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	<b>Methods of Instruction</b>	<p><b>Methods of Instruction</b></p> <hr/> <p><b>Methods of Instruction</b>    Lecture and visual aids  Discussion of assigned reading  Discussion and problem solving performed in class  In-class essays  In-class exploration of Internet sites  Field observation and field trips  Collaborative learning and small group exercises</p>	<p><b>Methods of Instruction</b></p> <hr/> <p><b>Methods of Instruction</b>    Collaborative learning and small group exercises  Discussion and problem-solving performed in class  Discussion of assigned reading  Field observation and field trips  Homework and extended projects  In-class essays  In-class exploration of internet sites  Lecture and visual aids  Quiz and examination review performed in class</p>
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Changed	Field	Current Version	Proposed Version
!	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Required reading from the texts</li> <li>2. Written assignment.</li> </ol>	<p>A. Image presentations</p> <ol style="list-style-type: none"> <li>1. Visual evaluation, requiring formal and stylistic analysis, critical theory, and additional methods of interpretation</li> <li>2. Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which architecture was created and used</li> <li>3. Thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of architecture and ideas to explore patterns of production and reception</li> </ol> <p>B. Readings</p> <ol style="list-style-type: none"> <li>1. Primary source documents</li> <li>2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays</li> <li>3. Instructor-authored material</li> </ol> <p>C. Writing</p> <ol style="list-style-type: none"> <li>1. Written (or partially-written) midterm and final exams</li> <li>2. Analysis or research paper based on selection, observation, and analysis of architecture, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation</li> <li>3. Discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas</li> </ol>

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><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Midterm and final exams, including both of the following formats: objective questions identifying works of architecture and their respective architects, historical periods, dates, and media, and/or “short answer” questions; and written essays requiring analysis of works of architecture in conjunction with works discussed by students in class, and in response to assigned readings, including application of primary source documents and secondary written sources.</li> <li>2. At least one written assignment, comprised of a term paper which requires visual analysis of local</li> </ol>	<p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>A. Quizzes which may include objective, short answer, and/or essay questions to determine engagement in visual, historical, and thematic evaluation of architecture and texts (primary and secondary sources).</li> <li>B. Oral, written, or collaborative discussion or reflection responses shaped and demonstrated by faculty to determine understanding of key ideas relative to works of architecture and texts.</li> <li>C. Midterm and final examinations with substantive written components to assess progress in the development of analytical skills.</li> <li>D. Analysis or research paper to assess critical analysis of original work(s) of architecture</li> </ol>


**Changed Field**

**Current Version**

**Proposed Version**

architecture contextualized in relation to works discussed by students in class. The paper will be evaluated on the basis of any or all of the following: student analysis of physical condition and technical production of works of architecture; implementation of formal and stylistic analysis; interpretation of subject matter; consideration of the gender, ethnicity, and social status of architects and/or patrons; and analysis of the function and meaning of works of architecture in society.

observed firsthand.

Changed	Field	Current Version	Proposed Version
	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None.</li></ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• Lecture room with dimmable lighting and highest-quality laser projector (Christie 4K7-HS or equivalent) and DVD/Blu-ray deck</li></ul>

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

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

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

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

<b>Title</b>	Buildings Across Time: An Introduction to World Architecture
<b>Author</b>	Fazio, Michael

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

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

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

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

**Changed Field**

**Current Version**

**Proposed Version**

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

No value

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

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

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

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

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

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

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

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
		<p><b>Reading List</b></p> <p>Kaplan, Wendy, ed. "Design in California and Mexico, 1915-1985: Found in Translation." Los Angeles: Los Angeles County Museum of Art, and Munich: Prestel, 2017.</p>	
		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
		<p><b>Reading List</b></p> <p>Friedman, Alice. "Women and the Making of the Modern House." New York: Abrams, 1998.</p>	
		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
		<p><b>Reading List</b></p> <p>Desai, Madhavi and Medi Desai. "The Bungalow in Twentieth-Century India." Abingdon, Oxfordshire and New York: Routledge, 2016.</p>	

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		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
		<p><b>Reading List</b> Kahera, Akel Ismail. "Deconstructing the American Mosque: Space, Gender, and Aesthetics." Austin, TX: University of Texas Press, 2002.</p>	
		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
		<p><b>Reading List</b> Khaghani, Saeid. "Islamic Architecture in Iran. Poststructural Theory and the Architectural History of Iranian Mosques." London: I.B. Tauris, 2017.</p>	
		<p><b>May include, but are not limited to</b></p> <p>No value</p>	
		<p><b>Reading List</b> Maranci, Christina. "Medieval Armenian Architecture: Constructions of Race and Nation." Leuven: Peeters, 2001.</p>	

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

Changed	Field	Current Version	Proposed Version
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Rowe, Peter C., and Seng Kuan. "Architectural Encounters with Essence and Form in Modern China." Cambridge, MA: The MIT Press, 2002.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Patricios, Nicholas. "The Sacred Architecture of Byzantium: Art, Liturgy and Symbolism in Early Christian Churches." London: I.B. Tauris, 2014.</p>	
		<p><b>May include, but are not limited to</b> No value</p>	
		<p><b>Reading List</b> Villela, Khristaan, et al. "Contemporary Mexican Design and Architecture." Layton, UT: Gibbs Smith Publishers, 2002.</p>	

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

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

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

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

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

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

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

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

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

## Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Describe, analyze, compare, and contrast the structural/engineering methods employed in architecture worldwide with a discussion of their aesthetic ramifications</li> <li>• Discuss, analyze, compare, and contrast of building materials in terms of their practical and their aesthetic considerations</li> <li>• Analyze the social experiences of architects</li> <li>• Discuss, analyze, compare, and contrast the relationship between the form of a building and its function</li> <li>• Compare and contrast works of architecture produced in different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the design and production of architecture in a diverse range of cultures and time periods, through evaluation of architectural training and assessment of design and building practices.</li> <li>• Analyze the function of architecture in a diverse range of cultures and time periods, through investigation of uses at the time of construction and evaluation of social relationships between architects and those who commission their designs.</li> <li>• Evaluate methodology used to interpret architecture, through application of traditional, emerging, and critical theory approaches used by architectural historians.</li> </ul>

**Changed Field Current Version Proposed Version**



**CSLOs**

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

**Expected SLO Performance** 0.0

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

**Expected SLO Performance** 0.0

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

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate visual literacy and critical thinking skills through evaluation of diverse scholarly perspectives when interpreting architecture.

**Expected SLO Performance** 0.0

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

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

Changed	Field	Current Version	Proposed Version
		<b>Expected</b> 0.0 <b>SLO</b> <b>Performance</b>	<b>Expected</b> 0.0 <b>SLO</b> <b>Performance</b>

### Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> <li>1. Describe, analyze, compare, and contrast the structural/engineering methods employed in architecture worldwide with a discussion of their aesthetic ramifications               <ol style="list-style-type: none"> <li>1. The post and lintel method of construction</li> <li>2. The development of the arch</li> <li>3. The development of the dome</li> <li>4. The development of the barrel vault and the groin vault</li> <li>5. The development of balloon framing</li> <li>6. The development of steel cage construction</li> <li>7. The development of cantilever construction</li> </ol> </li> <li>2. Discuss, analyze, compare, and contrast of building materials in terms of their practical and their aesthetic considerations               <ol style="list-style-type: none"> <li>1. Practical concerns, especially durability of materials as well as fire safety</li> <li>2. Aesthetic considerations, include desired proportions, ratios of height to width, interior space, and texture</li> <li>3. Introduction to building materials, such as:                   <ol style="list-style-type: none"> <li>1. Wood</li> <li>2. Adobe and brick</li> <li>3. Stone</li> <li>4. Cast iron, steel, glass, and concrete</li> </ol> </li> </ol> </li> <li>3. Analyze the social experiences of architects               <ol style="list-style-type: none"> <li>1. Social status and classism</li> <li>2. Ethnicity and racism</li> <li>3. Gender and sexism</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>A. Explore the design and production of architecture in a diverse range of cultures and time periods, through evaluation of architectural training and assessment of design and building practices.               <ol style="list-style-type: none"> <li>1. Architectural training                   <ol style="list-style-type: none"> <li>a. Workshops, apprenticeships, and craftsmen</li> <li>b. The academy</li> <li>c. Self-taught architects</li> </ol> </li> <li>2. Innovation and continuity in production                   <ol style="list-style-type: none"> <li>a. Design practices</li> <li>b. Construction practices</li> <li>c. Building materials and tools</li> </ol> </li> </ol> </li> <li>B. Analyze the function of architecture in a diverse range of cultures and time periods, through investigation of uses at the time of construction and evaluation of social relationships between architects and those who commission their designs.               <ol style="list-style-type: none"> <li>1. Functions of architecture                   <ol style="list-style-type: none"> <li>a. Architecture for civic, institutional, or public use</li> <li>b. Architecture for devotional, familial, or private use</li> <li>c. Monuments and memorials as architectural practice</li> <li>d. Landscape design and garden history as architectural practice</li> <li>e. Architecture made for personal use by architects</li> </ol> </li> <li>2. Architects and patrons                   <ol style="list-style-type: none"> <li>a. Architects working with representatives of public institutions</li> <li>b. Architects working with private individuals</li> </ol> </li> </ol> </li> <li>C. Evaluate methodology used to interpret architecture, through application of traditional, emerging, and critical theory approaches used</li> </ol>

Changed	Field	Current Version	Proposed Version
		4. Discuss, analyze, compare, and contrast the relationship between the form of a building and its function <ol style="list-style-type: none"> <li>1. Interior of domed structures vs. symbolism of exterior</li> <li>2. Rhythm and progression of post and lintel construction vs. its usefulness as structural support</li> <li>3. Space-defining architecture vs. space-enclosing architecture</li> </ol> 5. Compare and contrast works of architecture produced in different cultures <ol style="list-style-type: none"> <li>1. Social experiences of architects</li> <li>2. Materials and tools used by architects</li> <li>3. Approaches to the elements and principles of architectural design</li> <li>4. Function of buildings</li> </ol>	by architectural historians. <ol style="list-style-type: none"> <li>1. Traditional and emerging methods of architectural history                             <ol style="list-style-type: none"> <li>a. Formal analysis of drawings, plans, and models</li> <li>b. Stylistic analysis</li> <li>c. Archaeology and site analysis</li> <li>d. Heritage studies and historic preservation</li> <li>e. Ecocritical architectural theory, the environmental humanities, and climate crisis</li> </ol> </li> <li>2. Critical theory                             <ol style="list-style-type: none"> <li>a. Feminist architecture</li> <li>b. Critical race architecture</li> <li>d. Postcolonial and colonial discourse theories</li> <li>e. Decolonization and self-determination studies</li> </ol> </li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

**Blue Form**

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

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

No Value

No Value

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

No Value

No Value

### Req/Adv

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

No Value

No Value

**Corequisite(s):**

No Value

No Value

**Advisory(ies):**

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

**Advisory(ies) - Other:**

No Value

No Value

**Limitation(s) on Enrollment:**

No Value

No Value

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

No Value

No Value

**Entrance Skills(s):**

No Value

No Value

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

No Value

No Value

**General Course Statement(s):**

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

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

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

No Value

No Value

### A-Matrix Form

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

No Value

No Value



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

No Value



Assignment B2: Reading of secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays



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

No Value

Assignment C3: Written discussion or reflection posts and journal entries, wherein students draw from personal experience to evaluate and synthesize ideas

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	Assignment C2: Written analysis or research paper based on observation and analysis of architecture, requiring construction of an essay in which students rely on MLA guidelines for formatting and citation
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	Assignment A1: Image presentation for visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation; Assignment A2: Image presentation for historical evaluation, requiring critical assessment of cultural milieu as well as temporal, geographical, and environmental parameters within which architecture was created and used; and Assignment A3: Image presentation for thematic evaluation, requiring intra-, inter-, and and cross-cultural juxtaposition of architecture and ideas to explore patterns of production and reception

## B-Matrix Form

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

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

### C-Matrix Form

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

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

## D-Matrix Form

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

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

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

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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

## De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 3:</b> <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Assignments A1: Visual evaluation, requiring formal and stylistic analysis, critical theory, and other methods of interpretation.
	<b>Criteria 4:</b> <b>Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Assignment B2. Secondary sources by a culturally-diverse range of writers, including book chapters, scholarly journal articles, and periodical essays.
	<b>Criteria 5:</b> <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Assignment A2: Historical evaluation, requiring critical assessment of cultural milieux as well as temporal, geographical, and environmental parameters within which architecture was created and used.

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

**Comments**

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

Changed	Questions	Current Version	Proposed Version
	<b>Stage 8: Dean of Online Learning</b>	No Value	No Value
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 10: De Anza General Education</b>	No Value	No Value
	<b>Stage 13: Curriculum Committee</b>	No Value	No Value

## CO

Changed	Questions	Current Version	Proposed Version
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	ARTS 001B	ARTS 001B
	<b>Course Status</b>	Non-substantial	Non-substantial
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	11/12/2019	11/12/2019
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	11/12/2019	11/12/2019

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

**Comments**

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

**Changed Questions Current Version Proposed Version**



Stage 3: DEI

No Value

Date

Tab

Part - Field

Type of Edit

Edit

3/26/2026

Specifications

Examples of Primary Texts and References

Required

Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. **If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost, and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.**

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

**Changed Questions Current Version Proposed Version**

		<p>Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.) and/or diverse authors, voices, and perspectives, and/or discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.</p>
<p>3/26/2026 Specifications</p>	<p>Examples of Primary Texts and References</p>	<p><b>Response:</b> The "DEI Review" statement has been revised in response to the suggestion. Do assignments do one or more of the following: (1) Provides choices in how students demonstrate proficiency; (2) Encourage students to connect course content to their own life, background, and experiences; (3) Provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection. <b>If yes, consider noting this for the relevant assignment.</b> If not appropriate, let me know in the Initiator response box.</p>
<p>3/26/2026 Specifications</p>	<p>Assignments</p>	<p><b>Response:</b> Assignment "C2" has been revised in response to the suggestion.</p>

**Changed Questions Current Version Proposed Version**

For any evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? **If yes, consider noting this for the relevant evaluation method.** If not appropriate, let me know in the initiator response box.

3/26/2026 Specifications Methods of Evaluation Suggested

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

**Stage 4:  
Articulation  
Officer**

No Value

No Value

**Stage 5: De  
Anza  
General  
Education**

No Value

No Value

**Stage 6:  
Content  
Review  
Matrix  
Liaison**

No Value

No Value

**Stage 7:  
Dean of  
Online  
Learning**

No Value

No Value

**Stage 8:  
SLO  
Coordinator**

No Value

No Value

**Stage 10:  
Curriculum  
Committee**

No Value

No Value

**Course Administration Codes**

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

Changed	Field	Current Version
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	<b>Curriculum ID</b>	ARTSD001B
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
--	--	--

	<b>Curriculum Committee Approval Date</b>	Nov 12, 2019 12:00:00 AM
--	---	--------------------------

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

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

	<b>Course Control Number</b>	CCC000237323
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## Articulation

Changed	Field	Current Version
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
--	---------------------------------------	--

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

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

**BUSD066. : Fundraising for Nonprofits**

**General Information**

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

**Faculty Requirements**

<b>Discipline 1:</b>	• Business
<b>Discipline 2:</b>	• Management
<b>Discipline 3:</b>	No value
<b>FSA:</b>	• FHDA FSA - GENERAL BUSINESS

### Formerly Statement

**Formerly Statement**

No Value

### Course Justification

**Course Justification**

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

### Stand-Alone Statement

**Stand-Alone Statement**

No Value

### Course Philosophy

**Course Philosophy**

No Value

### CTE Course

**Is this a CTE (Career Technical Education) course?**

Yes

### Honors/Non-honors Course

**Is this an honors/non-honors course?**

No

### Mirrored Credit/Noncredit Course

**Is this a mirrored credit/noncredit course?**

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

### Cross-listed Course

Is this a cross-listed course?

No

### Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

### DEI Review

Please check all areas in the COR that address DEI.

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

Please summarize the ways in which your course includes DEI.

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

### Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

Course Prior To College Level

Repeatability Statement

0	No value	No value
<b>Course Support Status (CB26)</b>		
No value		

**Associated Programs**

Course is part of a program

<b>Associated Program</b>	<b>Award Type</b>	<b>Active</b>
No value	No value	

**Transferability & Gen. Ed. Options**

**Course General Education Status (CB25)**

Y

<b>Transferability (CB05)</b>	<b>Transferability Status</b>
Transferable to CSU only	Pending

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

**Will the course be UC transferable?**

No

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

No Value

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

No

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

No Value

**Units and Hours**

**Summary**

<b>Minimum Credit Units</b>	4
<b>Maximum Credit Units</b>	4
<b>Total Course In-Class (Contact) Hours</b>	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**

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

**Units and Hours - Weekly Specialty Hours**

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

**SKIP**

No Value

**Specifications**

**Methods of Instruction**

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction**

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

**Assignments**

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

**Methods of Evaluation**

**Methods of Evaluation**

Methods of Evaluation

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

**Essential Student Materials/Essential College Facilities**

**Essential Student materials:**

- None

**Essential College facilities:**

- None

**Examples of Primary Texts and References**

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

**Suggested Reading List**

No Value

**Learning Outcomes****Course Objectives**

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

Discuss the history of philanthropy and fundraising.

Apply the principles of fundraising.

Illustrate how nonprofits prepare for successful fundraising.

Examine the fundraising process.

Construct insights about individual donors.

Compare types of giving programs for fundraising.

Illustrate how to take advantage of corporate giving.

Employ foundation support for a nonprofit organization.

Managing fundraising programs over time.

Examine legal and ethical issues relevant to fundraising.

**CSLOs**

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

Expected SLO Performance: 100.0

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

Expected SLO Performance: 100.0

## Outline

### Course Outline

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

**Blue Form**

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

**Req/Adv**

**Prerequisite(s):**

No Value

**Corequisite(s):**

No Value

**Advisory(ies):**

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

**Advisory(ies) - Other:**

No Value

**Limitation(s) on Enrollment:**

No Value

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

No Value

**Entrance Skills(s):**

No Value

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

No Value

**General Course Statement(s):**

No Value

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

No Value

**A-Matrix Form**

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

**B-Matrix Form**

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

No Value

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

No Value

**Objective 2: Develop analytical ideas and topics for essays.**

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

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

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

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

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

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

No Value

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

No Value

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

No Value

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

No Value

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

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

**C-Matrix Form**

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

**D-Matrix Form**

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

No Value

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

No Value

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

No Value

**Objective 3: Explore functions.**

No Value

**Objective 4: Develop linear function models.**

No Value

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

No Value

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

No Value

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

No Value

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

No Value

**Objective 9: Develop quadratic function models to solve problems.**

No Value

**Objective 10: Investigate the characteristics of rational expressions.**

No Value

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

No Value

## E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

**Objective 4: Develop linear function models to solve problems.**

No Value

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

No Value

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

No Value

**Objective 7: Develop quadratic function models to solve problems.**

No Value

**Objective 8: Use inequalities to solve real world problems.**

No Value

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

No Value

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

No Value

## F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

**Objective 4: Solve problems involving operations with signed numbers.**

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

## **G-Matrix Form**

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

No Value

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

No Value

**H-Matrix Form**

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

**De Anza GE Form**

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

**Comments**

**Stage 2: Department Chair**

No Value

**Stage 3: DEI**

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

**Stage 4: Articulation Officer**

No Value

**Stage 5: De Anza General Education**

No Value

**Stage 6: Content Review Matrix Liaison**

No Value

**Stage 7: Dean of Online Learning**

No Value

**Stage 8: SLO Coordinator**

No Value

**Stage 10: Curriculum Committee**

No Value

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

No Value

**Course Status**

No Value

**Course Characteristics**

No Value

**Cross-Listed/Related Course Information**

No Value

**Cross-Listed/Related Course ID's**

No Value

**DL Approval Date (MM/DD/YYYY)**

No Value

**Hybrid Approval Date (MM/DD/YYYY)**

No Value

**Curriculum Office Notes**

No Value


# De Anza College

# Change Report

04/22/2026

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

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

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

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

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

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

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

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

CTE Course			

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

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

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

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

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

**DEI Review**

Empty review area

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

**More Options**

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	99	99
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
	<b>Transfer Status</b>	Not transferable	Not transferable
	<b>GE Information</b>	No value	No value

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

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

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

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Total Student Learning Hours</b>	48	48
	<b>Lecture Hours - Course In-Class (Contact) per Term</b>	48	48
	<b>Lecture Hours - Course Out-of-Class per Term</b>	96	96
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>Laboratory Hours - Course Out-of-Class per Term</b>	0	0
	<b>NA Hours - Course In-Class (Contact) per Term</b>	0	0
	<b>NA Hours - Course Out-of-Class per Term</b>	0	0
	<b>Total - Course In-Class (Contact) Hours</b>	48	48
	<b>Total - Course Out-of-Class Hours</b>	96	96

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

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

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

**Credit Units**

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

**SKIP**

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

**Specifications**

**Changed Field Current Version Proposed Version**

**Methods of Instruction**

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

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**Assignments**

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

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

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


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**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																				
	<b>Examples of Primary Texts and References</b>	<table border="1"> <tr> <td><b>Title</b></td> <td>Fundraising Principles and Practice</td> </tr> <tr> <td><b>Author</b></td> <td>Worth, Michael J.</td> </tr> <tr> <td><b>Publisher</b></td> <td>Sage Publications, Inc.</td> </tr> <tr> <td><b>Date/Edition</b></td> <td>2024 / 2nd</td> </tr> <tr> <td><b>ISBN</b></td> <td>9781071930113</td> </tr> </table>	<b>Title</b>	Fundraising Principles and Practice	<b>Author</b>	Worth, Michael J.	<b>Publisher</b>	Sage Publications, Inc.	<b>Date/Edition</b>	2024 / 2nd	<b>ISBN</b>	9781071930113	<table border="1"> <tr> <td><b>Title</b></td> <td>Fundraising Principles and Practice</td> </tr> <tr> <td><b>Author</b></td> <td>Worth, Michael J.</td> </tr> <tr> <td><b>Publisher</b></td> <td>Sage Publications, Inc.</td> </tr> <tr> <td><b>Date/Edition</b></td> <td>2024 / 2nd</td> </tr> <tr> <td><b>ISBN</b></td> <td>9781071930113</td> </tr> </table>	<b>Title</b>	Fundraising Principles and Practice	<b>Author</b>	Worth, Michael J.	<b>Publisher</b>	Sage Publications, Inc.	<b>Date/Edition</b>	2024 / 2nd	<b>ISBN</b>	9781071930113
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	<b>Suggested Reading List</b>	No value	No value																				

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

Changed	Field	Current Version	Proposed Version
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**CSLOs**

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

**Expected SLO Performance** 100.0

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

**Expected SLO Performance** 100.0

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

**Expected SLO Performance** 0.0

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

**Expected SLO Performance** 0.0

**Course Outline**

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

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

**Blue Form**

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

Changed	Questions	Current Version	Proposed Version
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	<ul style="list-style-type: none"> <li>• Units: 0</li> <li>• Lec Hrs: 4</li> <li>• Lec Load: 0.100</li> <li>• Total Load: 0.100</li> <li>• Seat Ct: 50</li> <li>• (mkct 10/14/2025)</li> </ul>	<ul style="list-style-type: none"> <li>• Units: 0</li> <li>• Lec Hrs: 4</li> <li>• Lec Load: 0.100</li> <li>• Total Load: 0.100</li> <li>• Seat Ct: 50</li> <li>• (mkct 10/14/2025)</li> </ul>

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

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

**A-Matrix Form**

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

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

### B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	Specifications: Methods of Evaluation #1: Participation in class discussions to progressively demonstrate ability to evaluate and apply course concepts.	Specifications: Methods of Evaluation #1: Participation in class discussions to progressively demonstrate ability to evaluate and apply course concepts.

### C-Matrix Form

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

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

## D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:  
Explore functions.**

No Value

No Value

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

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

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

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

### F-Matrix Form

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

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

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

## G-Matrix Form

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

## De Anza GE Form

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

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

No Value

No Value

**Comments**

Changed	Questions	Current Version	Proposed Version
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**Stage 2: Department Chair**

No Value

No Value

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

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

Changed	Questions	Current Version	Proposed Version
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		<p>Examples of Primary Texts and References</p> <p><b>03/11/2026</b> Specifications</p>	<p>Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.</p> <p>Suggested authors, includes sections addressing DEI specifically, as well as references to social justice and diversity, equity, and inclusion where relevant throughout, with implications for fundraising."</p>
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Changed	Questions	Current Version	Proposed Version
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		03/11/2026	Specifications Assignments Suggested
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Thanks for this assignment list. Do any of these assignments do one of the following: provide students with choices in how they demonstrate proficiency; encourage students to connect course content to their own life, background, and experiences; provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, consider noting this for the relevant assignment. If not appropriate, please let me know in the initiator response box.

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

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

For any of these evaluation methods, does the instructor will provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider noting this for the relevant assignment. If not appropriate, please let me know in the initiator response box. '

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

03/11/2026 Outline

Course Outline

Suggested

**Stage 4:  
Articulation  
Officer**

No Value No Value

**Stage 5: De  
Anza  
General  
Education**

No Value No Value

**Stage 6:  
Content  
Review  
Matrix  
Liaison**

No Value No Value


**Stage 7:  
Dean of  
Online  
Learning**

No Value No Value

**Stage 8:  
SLO  
Coordinator**

No Value No Value

Changed	Questions	Current Version	Proposed Version
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value

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

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

Changed	Field	Current Version
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Nov 18, 2025 12:00:00 AM
	Time to Next Review	Sep 1, 2031 12:00:00 AM
	External Review Approval Date	Sep 1, 2026 12:00:00 AM
	Course Control Number	CCC000656043

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

De Anza College  
**Change Report**  
 04/22/2026

### Summary of Changes

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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Foothill Equivalency	Does the course have a Foothill equivalent?
Foothill Equivalency	Foothill Faculty Consultation Name
Foothill Equivalency	Foothill Course ID

**Section****Changed field**

Stand-Alone Statement

Stand-Alone Statement

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

DEI Review

Please summarize the ways in which your course includes DEI.

DEI Review

Please check all areas in the COR that address DEI.


UC Transferable and/or Lower-Division Major Requirement





Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement



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

**General Information**


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

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

### Faculty Requirements

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

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

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

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

**Formerly Statement**

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	


**Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This is a stand-alone course because it does not belong to any degree program or certificate.</u>

**CTE Course**

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

**Honors/Non-honors Course**

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

**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

### Cross-listed Course

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

No value

No

### DEI Review

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



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

No value


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

**More Options**

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

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

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

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

**Associated Programs**

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

**Transferability & Gen. Ed. Options**

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

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

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

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

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

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

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

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

Credit / Non-Credit Options			

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


### Credit Units

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

Changed	Field	Current Version	Proposed Version
	<b>Minimum Credit Units</b>	1	1
	<b>Maximum Credit Units</b>	1	1

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

**Specifications**

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

**Changed**

**Field**

**Current Version**

**Proposed Version**



**Methods of Evaluation**

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

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



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- Dependent upon the nature of the project

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- Dependent upon the nature of the project


**Essential College Facilities:**

- None

**Examples of Primary Texts and References**


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

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







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

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

Course Outline

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of selected areas of study within the realm of the engineering sciences.</li> <li>2. Evaluate current engineering literature related to the chosen research topic.</li> <li>3. Gain experience and develop skill in laboratory and/or theoretical analysis.</li> </ol>	1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of selected areas of study within the realm of the engineering sciences.</li> <li>2. Evaluate current engineering literature related to the chosen research topic.</li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2PS	No Value
	<b>Catalog Term (21-22)</b>	21-22	No Value
	<b>5 Year Revision Year (2021)</b>	2020	No Value
	<b>Effective Quarter</b>	Fall	No Value
	<b>Effective Year (2021)</b>	2020	No Value

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

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

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235010	No Value
!	Account Code	1320	No Value
!	Program Code	090100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

## Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ENGR D077X or ENGR D077Y.)	(Not open to students with credit in ENGR D077X or ENGR D077Y.)
	Entrance Skills(s):	No Value	No Value

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

### Blue Form

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

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

### A-Matrix Form

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

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

### B-Matrix Form

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

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

### C-Matrix Form

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

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

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

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

### E-Matrix Form

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

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

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

### F-Matrix Form

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

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

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

## G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	-Consent of instructor and division dean -An approved Special Projects Contract that outlines the research question, methodology, expected outcomes, and timeline -Completion of or concurrent enrollment in advanced engineering and computer science coursework (e.g., Engineering 10, Engineering 37, CIS35B , CIS 36B, CIS 41B) -Demonstrated technical maturity and interest in collaborative engineering projects that integrate theory, practical constraints, and real-world applications. - Ability to work independently or in a team setting on formal mathematical investigation - Commitment to submitting a formal written product and/or giving an oral presentation of findings
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

**De Anza GE Form**

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value


**Comments**


Changed	Questions	Current Version	Proposed Version
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**Stage 2: Department Chair**

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version						
			12/08/2025	Outline	Course Outline	Suggested	Consider adding space to discuss inequities/barriers to inclusion specific to the field of engineering if appropriate. If not appropriate, let me know (Initiator's Response).	not applicable	
	<b>Stage 4: Articulation Officer</b>	No Value	No Value						
	<b>Stage 5: De Anza General Education</b>	No Value	No Value						
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	<b>Date</b> 1/26	<b>Tab</b> Matrix H	<b>Part - Field</b> Objective 2	<b>Type of Edit</b> Required	<b>Edit</b> Please complete for your limitation on enrollment.	<b>Initiator - Indicate "Y" When Completed or Initiator's Response</b>	
	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value						
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value						
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value						

**Course Administration Codes**

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

Changed	Field	Current Version
	<b>Curriculum ID</b>	ENGRD077.

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000030517

### Articulation

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

De Anza College  
**Change Report**  
 04/22/2026

### Summary of Changes

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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Foothill Equivalency	Foothill Faculty Consultation Name
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?

**Section****Changed field**

Stand-Alone Statement

Stand-Alone Statement

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

DEI Review

Please summarize the ways in which your course includes DEI.

DEI Review

Please check all areas in the COR that address DEI.


UC Transferable and/or Lower-Division Major Requirement





Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement



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

**General Information**


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

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

### Faculty Requirements

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


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


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

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

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

Stand-Alone Statement			
Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This is a stand-alone course because it does not belong to any degree program or certificate.</u>

CTE Course			
Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

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

Mirrored Credit/Noncredit Course			

Changed	Field	Current Version	Proposed Version
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Is this a mirrored credit/noncredit course?

No value

No

### Cross-listed Course

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

No value

No

### DEI Review

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



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

No value


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


**More Options**

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

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

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

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

**Associated Programs**

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

**Transferability & Gen. Ed. Options**

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

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

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

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

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

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

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

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

Credit / Non-Credit Options			

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


### Credit Units

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

Changed	Field	Current Version	Proposed Version
	<b>Minimum Credit Units</b>	2	2
	<b>Maximum Credit Units</b>	2	2

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

**Specifications**

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

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

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

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



**Essential Student Materials/Essential College Facilities**


- Essential Student Materials:**
- Dependent upon the nature of the project
- Essential College Facilities:**
- None.

- Essential Student Materials:**
- Dependent upon the nature of the project
- Essential College Facilities:**
- None

**Examples of Primary Texts and References**


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

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





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

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

Course Outline

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of selected areas of study within the realm of the engineering sciences.</li> <li>2. Evaluate current engineering literature related to the chosen research topic.</li> <li>3. Gain experience and develop skill in laboratory and/or theoretical analysis.</li> </ol>	1. Complete project objectives/requirements as determined in sections 3, 4, and 5 of the Special Projects Contract <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of selected areas of study within the realm of the engineering sciences.</li> <li>2. Evaluate current engineering literature related to the chosen research topic.</li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2PS	No Value
	<b>Catalog Term (21-22)</b>	21-22	No Value
	<b>5 Year Revision Year (2021)</b>	2020	No Value
	<b>Effective Quarter</b>	Fall	No Value
	<b>Effective Year (2021)</b>	2020	No Value

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

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

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235010	No Value
!	Account Code	1320	No Value
!	Program Code	090100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

## Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ENGR D077. or ENGR D077Y.)	(Not open to students with credit in ENGR D077. or ENGR D077Y.)
	Entrance Skills(s):	No Value	No Value

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

### Blue Form

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

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

### A-Matrix Form

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

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

### B-Matrix Form

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

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

### C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

## D-Matrix Form

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

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

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

### E-Matrix Form

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

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

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

### F-Matrix Form

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

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

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

## G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	-Consent of instructor and division dean -An approved Special Projects Contract that outlines the research question, methodology, expected outcomes, and timeline -Completion of or concurrent enrollment in advanced engineering and computer science coursework (e.g., Engineering 10, Engineering 37, CIS35B , CIS 36B, CIS 41B) -Demonstrated technical maturity and interest in collaborative engineering projects that integrate theory, practical constraints, and real-world applications. - Ability to work independently or in a team setting on formal mathematical investigation - Commitment to submitting a formal written product and/or giving an oral presentation of findings
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

**De Anza GE Form**

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value


**Comments**


Changed	Questions	Current Version	Proposed Version
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**Stage 2: Department Chair**

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version						
			12/08/2025	Outline	Course Outline	Suggested	Consider adding space to discuss inequities/barriers to inclusion specific to the field of engineering if appropriate. If not appropriate, let me know (Initiator's Response).	not applicable	
	<b>Stage 4: Articulation Officer</b>	No Value	No Value						
	<b>Stage 5: De Anza General Education</b>	No Value	No Value						
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	<b>Date</b> 1/26	<b>Tab</b> Matrix H	<b>Part - Field</b> Objective 2	<b>Type of Edit</b> Required	<b>Edit</b> Please complete for your limitation on enrollment.	<b>Initiator - Indicate "Y" When Completed or Initiator's Response</b>	
	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value						
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value						
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value						

**Course Administration Codes**

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

Changed	Field	Current Version
	<b>Curriculum ID</b>	ENGRD077X

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000370453

## Articulation

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

De Anza College  
**Change Report**  
 04/22/2026

### Summary of Changes

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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.

**Section****Changed field**

DEI Review

Please check all areas in the COR that address DEI.



UC Transferable and/or Lower-Division Major Requirement




Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement



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

**General Information**

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

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

### Faculty Requirements

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

**Course Justification**

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

**Foothill Equivalency**

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

**Course Philosophy**

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

**Formerly Statement**

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

**Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This is a stand-alone course because it does not belong to any degree program or certificate.</u>

**CTE Course**

Changed	Field	Current Version	Proposed Version
!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

**Honors/Non-honors Course**

Changed	Field	Current Version	Proposed Version
!	Is this an honors/non-honors course?	No value	<u>No</u>


**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
!	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
!	Is this a cross-listed course?	No value	<u>No</u>

## DEI Review

Changed	Field	Current Version	Proposed Version
	<b>Please summarize the ways in which your course includes DEI.</b>	No value	<p><u>1) Basic Course Information- Course Description Promotes inclusion by allowing students to pursue independent or collaborative projects that reflect their unique interests, backgrounds, and problem-solving approaches in electrical engineering. 2) Specifications – Methods of Instruction Faculty-guided discussions and project reviews create equitable mentorship opportunities and value diverse research perspectives and experiences. 3) Specifications – Methods of Evaluation Assessment through written reports and presentations provides multiple ways for students to demonstrate knowledge, creativity, and communication skills across varied learning styles. 4) Outline – Course Outline Encourages innovation and teamwork through real-world electrical engineering challenges using accessible technologies, fostering equitable participation and recognition of diverse contributions. 5) Specification- Examples of Primary Texts and References There is no required textbook for this course. To promote equity and access for all students, the instructor will encourage the use of freely available, high-quality online resources.</u></p>
	<b>Please check all areas in the COR that address DEI.</b>	No value	<ul style="list-style-type: none"> <li>• Specifications - Methods of Evaluation</li> <li>• Outline - Course Outline</li> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Methods of Instruction</li> <li>• Specifications - Examples of Primary Texts and References</li> </ul>

## More Options

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

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

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

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

**Associated Programs**

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

### Transferability & Gen. Ed. Options

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
	<b>Total Credit Units - Maximum Credit Units</b>	1	1

### Speciality Hours

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

### Credit / Non-Credit Options

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

### Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12




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

**SKIP**


Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**


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

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

### Learning Outcomes

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

### Course Outline

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract.                             <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of Electrical Engineering</li> <li>Evaluate current electrical engineering literature related to the chosen research topic.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract.                             <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of Electrical Engineering</li> <li>Evaluate current electrical engineering literature related to the chosen research topic.</li> </ol> </li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2PS	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2020	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2020	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	ENGR 078X	ENGR 078X
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	ENGR	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
!	<b>Course Characteristics</b>	Special Projects	No Value
	<b>Cross-Listed/Related Course Information</b>	Related Parent	Related Parent
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235010	No Value
!	Account Code	1320	No Value
!	Program Code	090100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

## Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ENGR D078Y or ENGR D078Z.)	(Not open to students with credit in ENGR D078Y or ENGR D078Z.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
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	<b>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.</b>	No Value	No Value
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	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
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	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value
--	---	----------	----------

	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
--	--	----------	----------

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

### A-Matrix Form

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

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

### B-Matrix Form

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

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

### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	No Value	No Value
	<p><b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b></p>	No Value	No Value
	<p><b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b></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
	<b>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value

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

### E-Matrix Form

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

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

**F-Matrix Form**

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

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

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

### G-Matrix Form

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

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

### H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	-Consent of instructor and division dean -An approved Special Projects Contract that outlines the research question, methodology, expected outcomes, and timeline - Completion of or concurrent enrollment in advanced engineering and computer science coursework (e.g., Engineering 10, Engineering 37, CIS35B , CIS 36B, CIS 41B) - Demonstrated technical maturity and interest in collaborative engineering projects that integrate theory, practical constraints, and real-world applications. -Ability to work independently or in a team setting on formal mathematical investigation -Commitment to submitting a formal written product and/or giving an oral presentation of findings
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value

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

No Value

No Value

### De Anza GE Form

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

No Value

No Value

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

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
	<b>Stage 2: Department Chair</b>	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version				
	<b>Stage 4: Articulation Officer</b>	No Value	No Value				
	<b>Stage 5: De Anza General Education</b>	No Value	No Value				
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	<b>Date Tab</b> 1/26 H	<b>Part - Field</b> Matrix Objective 2	<b>Type of Edit</b> Required	<b>Edit</b> Please complete for your limitation on enrollment.	<b>Initiator - Indicate "Y" When Completed or Initiator's Response</b>
	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value				
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value				
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value				

**Course Administration Codes**

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

Changed	Field	Current Version
	<b>Curriculum ID</b>	ENGRD078X
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2025 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2020 12:00:00 AM

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Course Control Number</b>	CCC000568305

**Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Course Crosswalk CRS-DEPT-NAME</b>	
	<b>Course Crosswalk CRS-NUMBER</b>	

De Anza College  
**Change Report**  
 04/22/2026

### Summary of Changes

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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.

**Section****Changed field**

DEI Review

Please check all areas in the COR that address DEI.



UC Transferable and/or Lower-Division Major Requirement




Will the course be UC transferable?

UC Transferable and/or Lower-Division Major Requirement



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

**General Information**

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

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

### Faculty Requirements

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

**Course Justification**

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

**Foothill Equivalency**

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

**Course Philosophy**

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

**Formerly Statement**

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

**Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This is a stand-alone course because it does not belong to any degree program or certificate.</u>

**CTE Course**

Changed	Field	Current Version	Proposed Version
!	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>

**Honors/Non-honors Course**

Changed	Field	Current Version	Proposed Version
!	Is this an honors/non-honors course?	No value	<u>No</u>


**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
!	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
!	Is this a cross-listed course?	No value	<u>No</u>

**DEI Review**

Changed	Field	Current Version	Proposed Version
	<b>Please summarize the ways in which your course includes DEI.</b>	No value	<p><u>1) Basic Course Information- Course Description Promotes inclusion by allowing students to pursue independent or collaborative projects that reflect their unique interests, backgrounds, and problem-solving approaches in electrical engineering. 2) Specifications – Methods of Instruction Faculty-guided discussions and project reviews create equitable mentorship opportunities and value diverse research perspectives and experiences. 3) Specifications – Methods of Evaluation Assessment through written reports and presentations provides multiple ways for students to demonstrate knowledge, creativity, and communication skills across varied learning styles. 4) Outline – Course Outline Encourages innovation and teamwork through real-world electrical engineering challenges using accessible technologies, fostering equitable participation and recognition of diverse contributions. 5) Specification- Examples of Primary Texts and References There is no required textbook for this course. To promote equity and access for all students, the instructor will encourage the use of freely available, high-quality online resources.</u></p>
	<b>Please check all areas in the COR that address DEI.</b>	No value	<ul style="list-style-type: none"> <li>• Specifications - Methods of Evaluation</li> <li>• Outline - Course Outline</li> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Methods of Instruction</li> <li>• Specifications - Examples of Primary Texts and References</li> </ul>

**More Options**

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

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

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

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

#### Associated Programs

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

### Transferability & Gen. Ed. Options

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

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

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

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

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

Changed	Field	Current Version	Proposed Version
	<b>Total Credit Units - Maximum Credit Units</b>	2	2

### Speciality Hours

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

### Credit / Non-Credit Options

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

### Credit Units


Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12

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

**SKIP**

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

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

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

<b>Methods of Evaluation</b>	
<b>Methods of Evaluation</b>	1. Outside reading/investigation and a written report and/or and written assignments and/or examination are required and to be evaluated as defined by the special projects contract.

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



**Essential Student Materials/Essential College Facilities**

- Essential Student Materials:**
- Dependent upon the nature of the project
- Essential College Facilities:**
- None.

- Essential Student Materials:**
- Dependent upon the nature of the project
- Essential College Facilities:**
- None

**Examples of Primary Texts and References**

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

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




**Suggested Reading List**


<b>Reading List</b>	None.
<b>May include, but are not limited to</b>	No value

No value

### Learning Outcomes

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

### Course Outline

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract.                             <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of Electrical Engineering</li> <li>Evaluate current electrical engineering literature related to the chosen research topic.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Complete project objectives/requirements as determined in items 3, 4, and 5 of Special Projects Contract.                             <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of Electrical Engineering</li> <li>Evaluate current electrical engineering literature related to the chosen research topic.</li> </ol> </li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2PS	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2020	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2020	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	ENGR 078Y	ENGR 078Y
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	ENGR	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
!	<b>Course Characteristics</b>	Special Projects	No Value
	<b>Cross-Listed/Related Course Information</b>	Related Child	Related Child
	<b>Cross-Listed/Related Course ID's</b>	ENGR 78X	ENGR 78X
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235010	No Value
!	Account Code	1320	No Value
!	Program Code	090100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

## Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in ENGR D078X or ENGR D078Z.)	(Not open to students with credit in ENGR D078X or ENGR D078Z.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

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

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

### A-Matrix Form

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

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

### B-Matrix Form

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

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

### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	No Value	No Value
	<p><b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b></p>	No Value	No Value
	<p><b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b></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
	<b>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self- efficacy through the practice of self-regulated learning.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value

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

### E-Matrix Form

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

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

**F-Matrix Form**

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### G-Matrix Form

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

No Value

No Value

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

### H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	-Consent of instructor and division dean -An approved Special Projects Contract that outlines the research question, methodology, expected outcomes, and timeline - Completion of or concurrent enrollment in advanced engineering and computer science coursework (e.g., Engineering 10, Engineering 37, CIS35B , CIS 36B, CIS 41B) - Demonstrated technical maturity and interest in collaborative engineering projects that integrate theory, practical constraints, and real-world applications. -Ability to work independently or in a team setting on formal mathematical investigation -Commitment to submitting a formal written product and/or giving an oral presentation of findings
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value

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

No Value

No Value

### De Anza GE Form

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

No Value

No Value

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

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
	<b>Stage 2: Department Chair</b>	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version				
	<b>Stage 4: Articulation Officer</b>	No Value	No Value				
	<b>Stage 5: De Anza General Education</b>	No Value	No Value				
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	<b>Date Tab</b> 1/26 H	<b>Part - Field</b> Matrix Objective 2	<b>Type of Edit</b> Required	<b>Edit</b> Please complete for your limitation on enrollment.	<b>Initiator - Indicate "Y" When Completed or Initiator's Response</b> Y
	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value				
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value				
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value				

**Course Administration Codes**

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

Changed	Field	Current Version
	<b>Curriculum ID</b>	ENGRD078Y
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2025 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2020 12:00:00 AM

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Course Control Number</b>	CCC000568304

**Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Course Crosswalk CRS-DEPT-NAME</b>	
	<b>Course Crosswalk CRS-NUMBER</b>	

De Anza College  
**Change Report**  
 04/22/2026


### Summary of Changes





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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison





Section	Changed field
Course Justification	Course Justification
Course Philosophy	Course Philosophy
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

## General Information

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

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

## Faculty Requirements

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

### Course Justification

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

**Foothill Equivalency**

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

Changed	Field	Current Version	Proposed Version
	<b>Foothill Course ID</b>	No value	

**Course Philosophy**

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


**Formerly Statement**


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

**Stand-Alone Statement**


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Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	<u>This stand-alone, CSU-transferable course was developed in response to student interest in pursuing specialized projects within the environmental studies career pathway. The course provides students with the opportunity to design and complete independent research, hands-on, or experiential projects aligned with their academic, professional, and personal interests. Students will develop practical skills and professional competencies through project-based learning, emphasizing critical thinking, problem solving, and applied experience. The course also focuses on the effective communication of workplace and field-study principles and practices gained through project development and implementation. Through guided independent inquiry and instructor mentorship, students will connect theory with practice while exploring real-world environmental challenges.</u>


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

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

### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

### DEI Review

Changed	Field	Current Version	Proposed Version
	<b>Please summarize the ways in which your course includes DEI.</b>	No value	<u>This course advances principles of diversity, equity, and inclusion by centering student agency, varied ways of learning, and multiple perspectives in environmental studies. Through individualized research, hands-on, and experiential projects, students are encouraged to pursue topics that reflect their interests, backgrounds, lived experiences, and career goals. The project-based structure promotes equity by allowing diverse learners to demonstrate knowledge through multiple modalities, including fieldwork, applied practice, creative inquiry, and community-engaged learning. Students may investigate environmental issues affecting different communities, regions, or social contexts, fostering awareness of environmental justice, cultural perspectives, and the unequal distribution of environmental impacts. By emphasizing collaboration, mentorship, and flexible project design, the course supports inclusive participation, reduces barriers to engagement, and values diverse forms of knowledge, problem-solving approaches, and communication styles.</u>



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

No value


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


**More Options**

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

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

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

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

### Associated Programs

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

### Transferability & Gen. Ed. Options

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

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

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

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

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

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

### Speciality Hours

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

### Credit / Non-Credit Options

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


### Credit Units

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

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

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

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

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

**Methods of Evaluation**

Methods of Evaluation

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

Changed	Field	Current Version	Proposed Version
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projects are provided.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**  
 • None.  
**Essential College Facilities:**  
 • None.

**Essential Student Materials:**  
 • None  
**Essential College Facilities:**  
 • None

**Examples of Primary Texts and References**

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

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



**Suggested Reading List**

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

No value

**Learning Outcomes**

Changed	Field	Current Version	Proposed Version
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**Course Objectives**

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

**CSLOs**

**CSLOs**

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

**Expected SLO Performance** 0.0

**CSLOs**



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

**Expected SLO Performance** 0.0






**Course Outline**

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

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

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2BH	No Value

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

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

Changed	Questions	Current Version	Proposed Version
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in E S D077Y or E S D077Z.)	(Not open to students with credit in E S D077Y or E S D077Z.)

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

### Blue Form

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

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

### A-Matrix Form

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

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

### B-Matrix Form

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

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

### C-Matrix Form

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

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

## D-Matrix Form

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

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

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

### E-Matrix Form

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

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

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

### F-Matrix Form

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

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

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

## G-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 3:</b>  <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 4:</b>  <b>Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 5:</b>  <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value


**Comments**


Changed	Questions	Current Version	Proposed Version
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**Stage 2: Department Chair**

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
		No Value	Date	Tab	Part - Field	Type of Edit	Edit	
	<b>Stage 3: DEI</b>						Thanks for providing this list. It is not clear what methods of instruction come with the "Assessment" items. Does this mean it is the instructor working directly to provide verbal instruction/guidance? Please consider clarifying what instructional methods come with these assessment items. Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or	Y
			03/04/2026	Specifications	Methods of Instruction	Suggested		
			03/04/2026	Specifications	Assignments	Suggested	self-reflection? If so, consider clarifying for the relevant assignment. If not appropriate, please let me know in the initiator response box in this table. For any of these evaluation methods, does instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box.	Y
			03/04/2026	Specifications	Methods of Evaluation	Suggested		

Changed	Questions	Current Version	Proposed Version												
		03/04/2026	Outline Course Outline Suggested												
			Consider minor revisions to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject . If not appropriate, please let me know in the initiator response box in this table -- as you already discuss "Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives", there COR is in a strong place already. Students examine topics including environmental justice that addresses inequities, racism, or other barriers across historically disadvantaged communities												
	<b>Stage 4: Articulation Officer</b>	No Value	No Value												
	<b>Stage 5: De Anza General Education</b>	No Value	No Value												
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed or Initiator's Response</th> </tr> </thead> <tbody> <tr> <td>3/18/26</td> <td>Matrix H</td> <td>Objective 2</td> <td>Required</td> <td>complete for your limitation on enrollment</td> <td>Y</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response	3/18/26	Matrix H	Objective 2	Required	complete for your limitation on enrollment	Y
Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response										
3/18/26	Matrix H	Objective 2	Required	complete for your limitation on enrollment	Y										
	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value												
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value												
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value												

## Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	E SD077X
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000439929

## Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College  
**Change Report**  
 04/22/2026


### Summary of Changes





Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison

Section	Changed field
Course Justification	Course Justification
Course Philosophy	Course Philosophy
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

## General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> <li>eLumenData, eLumenData</li> </ul>	<ul style="list-style-type: none"> <li>Alicia De Toro</li> <li>Pal, Gayatri</li> </ul>
	Course ID (CB01A and CB01B)	E SD077Y	E SD077Y
	Course Control Number	CCC000265007	CCC000265007
	Course Title (CB02)	Special Projects in Environmental Studies	Special Projects in Environmental Studies
	Short Course Title	SPEC PROJS IN ENVIRON. STUDIES	SPEC PROJS IN ENVIRON. STUDIES
	TOP Code (CB03)	0302.00	0302.00 Environmental Studies

Changed	Field	Current Version	Proposed Version
	<b>CIP Code</b>	Environmental Studies	03.0103 Environmental Studies
	<b>Department</b>	E S - Environmental Studies	E S - Environmental Studies
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2027</u>
	<b>SAM Priority Code (CB09)</b>	E - Non-Occupational	E - Non-Occupational
	<b>Course Description</b>	This course requires students to conduct an individual research project in environmental studies that is determined in consultation with the instructor. An outside reading and written report are required.	Welcome to a course designed around your curiosity, creativity, and interests. In this class, you will design and complete an independent research, hands-on, or experiential project in environmental studies. Working collaboratively with the instructor and your environmental studies community, you will shape your project topic, approach, and outcomes based on issues that matter to you and are relevant to the field. This course encourages independent inquiry, critical thinking, interdisciplinary problem-solving skills, and real-world engagement through activities such as fieldwork (learning outdoors or in the community), laboratory practice (guided scientific investigation), and community-engaged learning (working with local groups).
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)</li> </ul>
!	Discipline 2	No value	<ul style="list-style-type: none"> <li>Biological Sciences</li> </ul>
!	Discipline 3	No value	<ul style="list-style-type: none"> <li>Ecology</li> </ul>
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - BIOLOGICAL SCIENCES</li> </ul>

### Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	<p>This is a stand-alone, CSU transferable course that was developed based on student demand for special projects in the environmental studies career track. The student develops the skill base to communicate workplace or field studies principles and practices learned from an Environmental Studies special project experience.</p>	<p>This <del>is a</del> stand-alone, CSU transferable course <del>that</del> was developed <del>based on</del> <u>to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental studies. It responds to</u> student demand for <del>special projects in the</del> <u>project-based coursework that supports deeper exploration of environmental studies</u> <del>career track.</del> <u>issues while cultivating research, analytical, and problem-solving skills.</u> The <del>student develops the skill base</del> <u>course complements existing lecture and laboratory offerings by emphasizing student-designed research, hands-on investigation, and interdisciplinary approaches. It supports academic, transfer, and career pathways by enabling students to communicate workplace or field studies principles</u> <del>develop practical competencies, critical thinking abilities, and professional communication skills relevant to environmental science and practices learned from an Environmental Studies special project experience.</del> <u>related fields.</u></p>

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

**Course Philosophy**

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	<u>The course emphasizes intellectual growth rather than fixed measures of ability. Challenges, experimentation, revision, and reflection are treated as essential parts of learning. Students are encouraged to take academic risks, develop resilience, and refine their thinking through feedback and iteration. Instructional practices and assessments are intentionally designed to support equitable access to learning. Multiple ways of inquiry, analysis, creativity, and knowledge demonstration are valued. Collaboration, critical thinking, and real-world problem solving are central to the course experience. This philosophy affirms that every student is capable of growth, meaningful contribution, and success.</u>


**Formerly Statement**


Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

**Stand-Alone Statement**


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Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	<u>This stand-alone, CSU-transferable course was developed in response to student interest in pursuing specialized projects within the environmental studies career pathway. The course provides students with the opportunity to design and complete independent research, hands-on, or experiential projects aligned with their academic, professional, and personal interests. Students will develop practical skills and professional competencies through project-based learning, emphasizing critical thinking, problem solving, and applied experience. The course also focuses on the effective communication of workplace and field-study principles and practices gained through project development and implementation. Through guided independent inquiry and instructor mentorship, students will connect theory with practice while exploring real-world environmental challenges.</u>


CTE Course			
Changed	Field	Current Version	Proposed Version
	<b>Is this a CTE (Career Technical Education) course?</b>	No value	<u>No</u>

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	<b>Is this an honors/non-honors course?</b>	No value	<u>No</u>


**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

**DEI Review**

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Assignments</li> <li>• Specifications - Methods of Instruction</li> <li>• Specifications - Methods of Evaluation</li> <li>• Outline - Course Outline</li> </ul>



Changed	Field	Current Version	Proposed Version
	<b>Please summarize the ways in which your course includes DEI.</b>	No value	<u>This course advances principles of diversity, equity, and inclusion by centering student agency, varied ways of learning, and multiple perspectives in environmental studies. Through individualized research, hands-on, and experiential projects, students are encouraged to pursue topics that reflect their interests, backgrounds, lived experiences, and career goals. The project-based structure promotes equity by allowing diverse learners to demonstrate knowledge through multiple modalities, including fieldwork, applied practice, creative inquiry, and community-engaged learning. Students may investigate environmental issues affecting different communities, regions, or social contexts, fostering awareness of environmental justice, cultural perspectives, and the unequal distribution of environmental impacts. By emphasizing collaboration, mentorship, and flexible project design, the course supports inclusive participation, reduces barriers to engagement, and values diverse forms of knowledge, problem-solving approaches, and communication styles.</u>

### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.

Changed	Field	Current Version	Proposed Version
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	

**UC Transferable and/or Lower-Division Major Requirement**

Changed	Field	Current Version	Proposed Version
	<b>Will the course fulfill a UC/CSU lower-division major requirement?</b>	No value	<u>No</u>
	<b>If yes, identify the UC/CSU campus, course and major.</b>	No value	
	<b>Will the course be UC transferable?</b>	No value	<u>No</u>
	<b>If yes, identify the lower-division UC course and campus.</b>	No value	

**Associated Programs**

Changed	Field	Current Version	Proposed Version
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	<b>Course is part of a program</b>	No value	No value
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### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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	<b>Transfer Status (CB05)</b>	Transferable to CSU only	Transferable to CSU only
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	<b>Course General Education Status (CB25)</b>	Y	Y
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	<b>Transfer Status</b>	Approved	Approved
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	<b>GE Information</b>	No value	No value
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### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	<b>Lecture Hours - In Class</b>	0	0
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	<b>Lecture Hours - Out of Class</b>	0	0
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	<b>Laboratory Hours - In Class</b>	6	6
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	<b>Laboratory Hours - Out of Class</b>	0	0
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	<b>NA Hours - In Class</b>	0	0
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Changed	Field	Current Version	Proposed Version
	NA Hours - Out of Class	0	0

### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of- Class per Term	0	0
	Total - Course In-Class (Contact) Hours	72	72
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

### Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable



Changed	Field	Current Version	Proposed Version
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>

### Credit Units

Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	-	0
	<b>Total Laboratory Hours per Term</b>	72	72
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	2	2
	<b>Minimum Credit Units</b>	2	2
	<b>Maximum Credit Units</b>	2	2

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

Changed	Field	Current Version	Proposed Version
	<b>Methods of Instruction</b>	<p><b>Methods of Instruction</b></p> <hr/> <p><b>Methods of Instruction</b> Discussion of assigned reading Homework and extended projects Field observation and field trips Collaborative projects</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <hr/> <p><b>Methods of Instruction</b> Discussion of environmental topics Hands-On Experiments &amp; Hypothesis Testing Data Collection &amp; Documentation Final Presentation</p>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>To be determined in consultation with instructor. See 3 and 4 of Special Projects Contract.</li> <li>Examples such as a written final project and assessment of the special project experience.</li> </ol>	<ol style="list-style-type: none"> <li>Design and complete individual research project with ongoing feedback from the instructor and peers.                             <ol style="list-style-type: none"> <li>Carry out hands-on experimental project in environmental studies</li> <li>Include diverse perspectives, community contexts, interdisciplinary approaches and self reflection</li> </ol> </li> <li>Final Deliverable                             <ol style="list-style-type: none"> <li>Short report</li> <li>Oral presentation or another accessible format aligned with their project design</li> </ol> </li> </ol>

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

- 1. Examples such as a final written and oral report on the subject of study, or successful completion of a final examination, with the exact method to be agreed upon by the instructor.

**Methods of Evaluation**

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			<p data-bbox="1040 163 1175 268"><b>Methods of Evaluation</b></p> <ol data-bbox="1252 163 1511 1990" style="list-style-type: none"> <li data-bbox="1252 163 1511 1073">1. Assessment of student work and final deliverable(s) will be evaluated using a holistic, equity-minded approach that emphasizes critical inquiry, conceptual understanding, and intellectual growth. Assessment prioritizes clarity of ideas, depth of analysis, application of course concepts, and reflective learning rather than adherence to a single mode of expression.</li> <li data-bbox="1252 1083 1511 1990">2. Evaluation recognizes diverse ways of demonstrating knowledge, creativity, and communication. Students may present their learning through approved formats (e.g., written, visual, design-based, multimedia, or presentation-based), with emphasis placed on the effectiveness, coherence, and purpose of the chosen medium. Examples of prior successful</li> </ol>

Changed	Field	Current Version	Proposed Version
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projects are provided.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**  
 • None.  
**Essential College Facilities:**  
 • None.

**Essential Student Materials:**  
 • None  
**Essential College Facilities:**  
 • None

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value



**Suggested Reading List**

<b>Reading List</b>	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes**

Changed	Field	Current Version	Proposed Version
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**Course Objectives**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</li> <li>• Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</li> <li>• Gain experience and develop skills in research, fieldwork, classroom activities or other learning environments in environmental studies.</li> </ul> | <ul style="list-style-type: none"> <li>• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</li> <li>• Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</li> <li>• Enhance skills in research, fieldwork, classroom activities or other learning environments in environmental studies.</li> <li>• Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives.</li> </ul> |
|--|---|

**CSLOs**

**CSLOs**

Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

**Expected SLO Performance** 0.0

**CSLOs**



Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

**Expected SLO Performance** 0.0






**Course Outline**

Changed	Field	Current Version	Proposed Version
!	<b>Course Content</b>	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> <li>1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue.</li> <li>2. Examine the impact of an environmental issue or topic on the local community or region, state, nation or world.</li> <li>3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role.</li> <li>4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies</li> </ol> <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> <li>1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field.</li> <li>2. Assess leadership and team-building skills necessary as part of the specialized study</li> </ol> <p>3. Gain experience and develop skills in research, fieldwork, classroom activities or other</p>	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> <li>1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue.</li> <li>2. Examine the impact of an environmental issue or topic on the local community or region, state, nation, or world, including environmental justice.</li> <li>3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role.</li> <li>4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies</li> </ol> <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> <li>1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field.</li> <li>2. Assess leadership and team-building skills necessary as part of the specialized study</li> </ol> <p>3. Enhance skills in research, fieldwork, classroom activities or</p>

Changed	Field	Current Version	Proposed Version
		learning environments in environmental studies. 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience	other learning environments in environmental studies. 1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken. 2. Assess further academic studies and/or skills necessary for a career related to this special project experience 4. Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives. 1. Reflect on the project in a written final report 2. Share the findings with the community through multiple modalities including oral presentation, video, podcast, digital story according to their strengths and preference.
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	E S 077Y	E S 077Y
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	E S 77X	E S 77X
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Emergency Approval</b>	No	No Value
	<b>Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</b>	N	No Value
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value
	<b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in E S D077X or E S D077Z.)	(Not open to students with credit in E S D077X or E S D077Z.)

Changed	Questions	Current Version	Proposed Version
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

**Blue Form**

Changed	Questions	Current Version	Proposed Version
	<b>For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.</b>	No Value	No Value
	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	No Value
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	No Value

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	No Value
	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value
	<p><b>Objective 5: Identify and practice writing for different audiences and purposes.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	No Value	No Value
	<p><b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value

## D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value

### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

## F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b></p>	No Value	No Value
	<p><b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b></p>	No Value	No Value
	<p><b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value
	<b>Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

## G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
<b>!</b>	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	Instructor approval.
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1:</b>  <b>Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 2:</b>  <b>Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 3:</b>  <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 4:</b>  <b>Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 5:</b>  <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

**Comments**

Changed	Questions	Current Version	Proposed Version
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**Stage 2: Department Chair**

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
		No Value	Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 3: DEI		03/04/2026	Specifications	Methods of Instruction	Suggested	Thanks for providing this list. It is not clear what methods of instruction come with the "Assessment" items. Does this mean it is the instructor working directly to provide verbal instruction/guidance? Please consider clarifying what instructional methods come with these assessment items. Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or	Y
			03/04/2026	Specifications	Assignments	Suggested	self-reflection? If so, consider clarifying for the relevant assignment. If not appropriate, please let me know in the initiator response box in this table. For any of these evaluation methods, does instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box.	Y
			03/04/2026	Specifications	Methods of Evaluation	Suggested	for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box.	Y

**Changed Questions**      **Current Version**      **Proposed Version**

03/04/2026

Outline

Course  
Outline

Suggested

Consider minor revisions to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject . If not appropriate, please let me know in the initiator response box in this table -- as you already discuss "Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives", there COR is in a strong place already.

Students examine topics including environmental justice that addresses inequities, racism, or other barriers across historically disadvantaged communities

**Stage 4:  
Articulation  
Officer**      No Value      No Value

**Stage 5: De  
Anza  
General  
Education**      No Value      No Value



<b>Stage 6: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed or Initiator's Response</b>
		3/19/26	Matrix H	Objective 2	Required	Complete for your Limitation on Enrollment	Y

**Stage 7:  
Dean of  
Online  
Learning**      No Value      No Value

**Stage 8:  
SLO  
Coordinator**      No Value      No Value

**Stage 10:  
Curriculum  
Committee**      No Value      No Value

## Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	E SD077Y
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000265007

## Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	
	Course Crosswalk CRS-NUMBER	

De Anza College  
**Change Report**  
 04/22/2026

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	Discipline 3
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	Course Characteristics
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: DEI
Comments	Stage 6: Content Review Matrix Liaison

**Section****Changed field**

Course Justification

Course Justification

Course Philosophy

Course Philosophy

Stand-Alone Statement

Stand-Alone Statement

CTE Course

Is this a CTE (Career Technical Education) course?

Honors/Non-honors Course

Is this an honors/non-honors course?

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

DEI Review

Please check all areas in the COR that address DEI.

DEI Review

Please summarize the ways in which your course includes DEI.


UC Transferable and/or Lower-Division Major Requirement

Will the course fulfill a UC/CSU lower-division major requirement?

UC Transferable and/or Lower-Division Major Requirement





Will the course be UC transferable?

**General Information**

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	<ul style="list-style-type: none"> <li>eLumenData, eLumenData</li> </ul>	<ul style="list-style-type: none"> <li>Alicia De Toro</li> <li>Pal, Gayatri</li> </ul>
	<b>Course ID (CB01A and CB01B)</b>	E SD077Z	E SD077Z
	<b>Course Control Number</b>	CCC000342978	CCC000342978
	<b>Course Title (CB02)</b>	Special Projects in Environmental Studies	Special Projects in Environmental Studies
	<b>Short Course Title</b>	SPEC PROJS IN ENVIRON. STUDIES	SPEC PROJS IN ENVIRON. STUDIES
	<b>TOP Code (CB03)</b>	0302.00	0302.00 Environmental Studies

Changed	Field	Current Version	Proposed Version
	<b>CIP Code</b>	Environmental Studies	03.0103 Environmental Studies
	<b>Department</b>	E S - Environmental Studies	E S - Environmental Studies
!	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2027</u>
	<b>SAM Priority Code (CB09)</b>	E - Non-Occupational	E - Non-Occupational
!	<b>Course Description</b>	This course requires students to conduct an individual research project in environmental studies that is determined in consultation with the instructor. An outside reading and written report are required.	Welcome to a course designed around your curiosity, creativity, and interests. In this class, you will design and complete an independent research, hands-on, or experiential project in environmental studies. Working collaboratively with the instructor and your environmental studies community, you will shape your project topic, approach, and outcomes based on issues that matter to you and are relevant to the field. This course encourages independent inquiry, critical thinking, interdisciplinary problem-solving skills, and real-world engagement through activities such as fieldwork (learning outdoors or in the community), laboratory practice (guided scientific investigation), and community-engaged learning (working with local groups).
!	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>

**Faculty Requirements**

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> <li>Environmental Technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)</li> </ul>
	Discipline 2	No value	<ul style="list-style-type: none"> <li>Biological Sciences</li> </ul>
	Discipline 3	No value	<ul style="list-style-type: none"> <li>Ecology</li> </ul>
	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - BIOLOGICAL SCIENCES</li> </ul>

### Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	<p>This is a stand-alone, CSU transferable course that was developed based on student demand for special projects in the environmental studies career track. The student develops the skill base to communicate workplace or field studies principles and practices learned from an Environmental Studies special project experience.</p>	<p>This <del>is a</del> stand-alone, CSU transferable course <del>that was developed based on</del> <u>to provide students with structured opportunities for independent inquiry, applied learning, and experiential engagement within environmental studies.</u> It <del>responds to</del> student demand for <del>special projects in the</del> <u>project-based coursework that supports deeper exploration of environmental studies career track- issues while cultivating research, analytical, and problem-solving skills.</u> The <del>student develops the skill base</del> <u>course complements existing lecture and laboratory offerings by emphasizing student-designed research, hands-on investigation, and interdisciplinary approaches.</u> It <del>supports academic, transfer, and career pathways by enabling students to</del> <u>communicate workplace or field studies principles- develop practical competencies, critical thinking abilities, and professional communication skills relevant to environmental science and practices learned from an Environmental Studies special project experience- related fields.</u></p>

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	
	<b>Foothill Course ID</b>	No value	
	<b>Does the course have a Foothill equivalent?</b>	No	No

## Course Philosophy


Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	<u>The course emphasizes intellectual growth rather than fixed measures of ability. Challenges, experimentation, revision, and reflection are treated as essential parts of learning. Students are encouraged to take academic risks, develop resilience, and refine their thinking through feedback and iteration. Instructional practices and assessments are intentionally designed to support equitable access to learning. Multiple ways of inquiry, analysis, creativity, and knowledge demonstration are valued. Collaboration, critical thinking, and real-world problem solving are central to the course experience. This philosophy affirms that every student is capable of growth, meaningful contribution, and success.</u>


## Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	


## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	<u>This stand-alone, CSU-transferable course was developed in response to student interest in pursuing specialized projects within the environmental studies career pathway. The course provides students with the opportunity to design and complete independent research, hands-on, or experiential projects aligned with their academic, professional, and personal interests. Students will develop practical skills and professional competencies through project-based learning, emphasizing critical thinking, problem solving, and applied experience. The course also focuses on the effective communication of workplace and field-study principles and practices gained through project development and implementation. Through guided independent inquiry and instructor mentorship, students will connect theory with practice while exploring real-world environmental challenges.</u>


CTE Course			
Changed	Field	Current Version	Proposed Version
	<b>Is this a CTE (Career Technical Education) course?</b>	No value	<u>No</u>

Honors/Non-honors Course			
Changed	Field	Current Version	Proposed Version
	<b>Is this an honors/non-honors course?</b>	No value	<u>No</u>

**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

**DEI Review**



Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	<ul style="list-style-type: none"> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Assignments</li> <li>• Specifications - Methods of Instruction</li> <li>• Specifications - Methods of Evaluation</li> <li>• Outline - Course Outline</li> </ul>

Changed	Field	Current Version	Proposed Version
	<b>Please summarize the ways in which your course includes DEI.</b>	No value	<u>This course advances principles of diversity, equity, and inclusion by centering student agency, varied ways of learning, and multiple perspectives in environmental studies. Through individualized research, hands-on, and experiential projects, students are encouraged to pursue topics that reflect their interests, backgrounds, lived experiences, and career goals. The project-based structure promotes equity by allowing diverse learners to demonstrate knowledge through multiple modalities, including fieldwork, applied practice, creative inquiry, and community-engaged learning. Students may investigate environmental issues affecting different communities, regions, or social contexts, fostering awareness of environmental justice, cultural perspectives, and the unequal distribution of environmental impacts. By emphasizing collaboration, mentorship, and flexible project design, the course supports inclusive participation, reduces barriers to engagement, and values diverse forms of knowledge, problem-solving approaches, and communication styles.</u>

### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>Letter Grade</li> <li>Pass/No Pass</li> </ul>
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	Will the course fulfill a UC/CSU lower-division major requirement?	No value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	No value	<u>No</u>
	If yes, identify the lower-division UC course and campus.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	No value	No value

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	No value	No value

**Weekly Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lecture Hours - In Class</b>	0	0
	<b>Lecture Hours - Out of Class</b>	0	0
	<b>Laboratory Hours - In Class</b>	9	9
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0
	<b>NA Hours - Out of Class</b>	0	0

**Course Student Hours - Profile Name: Default Profile**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Duration (Weeks)</b>	12	12
	<b>Hours per unit divisor</b>	36	36
	<b>Total Student Learning Hours</b>	108	108
	<b>Lecture Hours - Course In- Class (Contact) per Term</b>	0	0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	108	108
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

### Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

### Credit / Non-Credit Options


Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

### Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	<b>Total Laboratory Hours per Term</b>	108	108
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	3	3
	<b>Minimum Credit Units</b>	3	3
	<b>Maximum Credit Units</b>	3	3

SKIP			
Changed	Field	Current Version	Proposed Version
	<b>SKIP</b>	No Value	No Value

Specifications			
Changed	Field	Current Version	Proposed Version
	<b>Methods of Instruction</b>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading Homework and extended projects Field observation and field trips Collaborative projects</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of environmental topics Hands-On Experiments &amp; Hypothesis Testing Data Collection &amp; Documentation Final Presentation</p> </div>

Changed	Field	Current Version	Proposed Version
!	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. To be determined in consultation with instructor. See 3 and 4 of Special Projects Contract.</li> <li>2. Examples such as a written final project and assessment of the special project experience.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and complete individual research project with ongoing feedback from the instructor and peers.               <ol style="list-style-type: none"> <li>1. Carry out hands-on experimental project in environmental studies</li> <li>2. Include diverse perspectives, community contexts, interdisciplinary approaches and self reflection</li> </ol> </li> <li>2. Final Deliverable               <ol style="list-style-type: none"> <li>1. Short report</li> <li>2. Oral presentation or another accessible format aligned with their project design</li> </ol> </li> </ol>

**Changed**

**Field**

**Current Version**

**Proposed Version**



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Examples such as a final written and oral report on the subject of study, or successful completion of a final examination, with the exact method to be agreed upon by the instructor.

**Methods of Evaluation**

Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			<p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Assessment of student work and final deliverable(s) will be evaluated using a holistic, equity-minded approach that emphasizes critical inquiry, conceptual understanding, and intellectual growth. Assessment prioritizes clarity of ideas, depth of analysis, application of course concepts, and reflective learning rather than adherence to a single mode of expression.</li> <li>2. Evaluation recognizes diverse ways of demonstrating knowledge, creativity, and communication. Students may present their learning through approved formats (e.g., written, visual, design-based, multimedia, or presentation-based), with emphasis placed on the effectiveness, coherence, and purpose of the chosen medium. Examples of prior successful</li> </ol>

Changed	Field	Current Version	Proposed Version
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projects are provided.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**  
 • None.  
**Essential College Facilities:**  
 • None.

**Essential Student Materials:**  
 • None  
**Essential College Facilities:**  
 • None

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value



**Suggested Reading List**

<b>Reading List</b>	To be determined in consultation with the instructor. See section 3 & 4 of the Special Projects Contract.
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes**

Changed	Field	Current Version	Proposed Version
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**Course Objectives**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</li> <li>• Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</li> <li>• Gain experience and develop skills in research, fieldwork, classroom activities or other learning environments in environmental studies.</li> </ul> | <ul style="list-style-type: none"> <li>• Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</li> <li>• Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</li> <li>• Enhance skills in research, fieldwork, classroom activities or other learning environments in environmental studies.</li> <li>• Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives.</li> </ul> |
|--|---|

**CSLOs**

**CSLOs**

Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

**Expected SLO Performance** 0.0

**CSLOs**



Demonstrate the ability to communicate work place or field studies principles and practices learned from an Environmental Studies special project experience.

**Expected SLO Performance** 0.0






**Course Outline**

Changed	Field	Current Version	Proposed Version
!	<b>Course Content</b>	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> <li>1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue.</li> <li>2. Examine the impact of an environmental issue or topic on the local community or region, state, nation or world.</li> <li>3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role.</li> <li>4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies</li> </ol> <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> <li>1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field.</li> <li>2. Assess leadership and team-building skills necessary as part of the specialized study</li> </ol> <p>3. Gain experience and develop skills in research, fieldwork, classroom activities or other learning environments in environmental studies.</p>	<p>1. Complete project objectives/requirements as determined in 3, 4, and 5 of the Special Projects Contract.</p> <ol style="list-style-type: none"> <li>1. Participate in a field study, research project, classroom activities, or other learning environment related to an environmental studies topic or issue.</li> <li>2. Examine the impact of an environmental issue or topic on the local community or region, state, nation, or world, including environmental justice.</li> <li>3. Participate as a researcher, intern, docent, tour guide, teacher assistant, student mentor or other related role.</li> <li>4. Demonstrate an understanding of selected area(s) of study within the realm of environmental studies</li> </ol> <p>2. Develop skills in the analysis of the environmental studies issues or topics and demonstrate an understanding of selected areas of study within the realm of environmental studies.</p> <ol style="list-style-type: none"> <li>1. Explore environmental studies journals, books, websites or other sources of relevant information on environmental topics and issues, including from practitioners and experts in the field.</li> <li>2. Assess leadership and team-building skills necessary as part of the specialized study</li> </ol> <p>3. Enhance skills in research, fieldwork, classroom activities or</p>

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> <li>1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken.</li> <li>2. Assess further academic studies and/or skills necessary for a career related to this special project experience</li> </ol>	<p>other learning environments in environmental studies.</p> <ol style="list-style-type: none"> <li>1. Assess literature related to the field study, research project, classroom activities, or other learning environment associated with the special project undertaken.</li> <li>2. Assess further academic studies and/or skills necessary for a career related to this special project experience</li> <li>4. Cultivate equitable opportunities for students to demonstrate understanding while supporting varied learning styles, strengths, and perspectives.                             <ol style="list-style-type: none"> <li>1. Reflect on the project in a written final report</li> <li>2. Share the findings with the community through multiple modalities including oral presentation, video, podcast, digital story according to their strengths and preference.</li> </ol> </li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	E S 077Z	E S 077Z
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	E S	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
!	Course Characteristics	Special Projects	No Value
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	E S 77X	E S 77X
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Repeat Status</b> (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value
	<b>Hours Statement</b> (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Three hours laboratory for each unit of credit (36 hours total for each unit of credit per quarter).	No Value
	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
	<b>In Service Indicator</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237005	No Value
!	Account Code	1320	No Value
!	Program Code	030200	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

## Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Consent of instructor and division dean and an approved Special Projects Contract is required.)	(Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	(Not open to students with credit in E S D077X or E S D077Y.)	(Not open to students with credit in E S D077X or E S D077Y.)
	Entrance Skills(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
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	<b>General Course Statement(s):</b>	No Value	No Value
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	<b>General Course Statement(s) - Other:</b>	No Value	No Value
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### Blue Form

Changed	Questions	Current Version	Proposed Version
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	<b>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.</b>	No Value	No Value
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	<b>1. Is the unit(s) change required for articulation?</b>	No Value	No Value
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	<b>2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

### A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 1:**  
Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

No Value

**Objective 2:**  
Compose essays drawn from personal experience and assigned texts.

No Value

No Value

**Objective 3:**  
Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

No Value

**Objective 4:**  
Create syntactically varied sentences that are free of mechanical errors.

No Value

No Value

**Objective 5:**  
Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

No Value

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b></p>	No Value	No Value
	<p><b>Objective 2: Develop analytical ideas and topics for essays.</b></p>	No Value	No Value
	<p><b>Objective 3: Compose and support thesis statements for analytical essays.</b></p>	No Value	No Value
	<p><b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b></p>	No Value	No Value
	<p><b>Objective 5: Identify and practice writing for different audiences and purposes.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b></p>	No Value	No Value
	<p><b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value

## D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</b></p>	No Value	No Value
	<p><b>Objective 2: Investigate the use of mathematics in real world.</b></p>	No Value	No Value
	<p><b>Objective 3: Explore functions.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value

### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

### F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b></p>	No Value	No Value
	<p><b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b></p>	No Value	No Value
	<p><b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b></p>	No Value	No Value
	<p><b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value
	<b>Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

## G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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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
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	Instructor approval.
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 1:**  
**Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

**Criteria 2:**  
**Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 3:</b>  <b>Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 4:</b>  <b>Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 5:</b>  <b>Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

**Comments**


Changed	Questions	Current Version	Proposed Version
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**Stage 2: Department Chair**

No Value

No Value

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			03/04/2026	Specifications	Methods of Instruction	Suggested	Thanks for providing this list. It is not clear what methods of instruction come with the "Assessment" items. Does this mean it is the instructor working directly to provide verbal instruction/guidance? Please consider clarifying what instructional methods come with these assessment items. Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider clarifying for the relevant assignment. If not appropriate, please let me know in the initiator response box in this table. For any of these evaluation methods, does instructor provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If yes, consider adding this to the relevant assignment. If not appropriate, just let me know in the initiator response box. Consider minor revisions to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject . If not appropriate, please let me know in the initiator response box in this table.	Y
			03/04/2026	Specifications	Assignments	Suggested		
			03/04/2026	Specifications	Methods of Evaluation	Suggested		
			03/04/2026	Outline	Course Outline	Suggested		<b>Students examine topics including environmental justice that addresses inequities, racism, or other barriers across historically disadvantaged communities</b>

Changed	Questions	Current Version	Proposed Version						
	<b>Stage 4: Articulation Officer</b>	No Value	No Value						
	<b>Stage 5: De Anza General Education</b>	No Value	No Value						
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed or Initiator's Response</b>	
			3/18/26	Matrix H	Objective 2	Required	complete for your limitation on enrollment	Y	
	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value						
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value						
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value						

**Course Administration Codes**

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	<b>Curriculum ID</b>	E SD077Z
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Time to Next Review</b>	Sep 1, 2025 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2020 12:00:00 AM
	<b>Course Control Number</b>	CCC000342978

<b>Articulation</b>		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Course Crosswalk CRS-DEPT-NAME</b>	
	<b>Course Crosswalk CRS-NUMBER</b>	

De Anza College  
**Change Report**  
 04/22/2026

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code

Section	Changed field
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Blue Form	1. Is the unit(s) change required for articulation?
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

**General Information**

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Sunghae Jung
	<b>Course ID (CB01A and CB01B)</b>	NURSD096.	NURSD096.
	<b>Course Control Number</b>	CCC000361595	CCC000361595
	<b>Course Title (CB02)</b>	Leadership and Management in Nursing	Leadership and Management in Nursing
	<b>Short Course Title</b>	LEADERSHIP & MANAGEMNT IN NURS	LEADERSHIP & MANAGEMNT IN NURS
	<b>TOP Code (CB03)</b>	1230.10	1230.10 Registered Nursing
	<b>CIP Code</b>	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	<b>Department</b>	NURS - Nursing	NURS - Nursing
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2027</u>
	<b>SAM Priority Code (CB09)</b>	B - Advanced Occupational	B - Advanced Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	This course is designed to prepare a Registered Nursing student to function as a graduate nurse. It builds on prior learning experiences in the management of nursing care of patients, culminating in readiness to function as a newly graduated registered nurse. The course integrates the knowledge of pathophysiology, diagnostics, pharmacology, communication concepts, and therapeutic interventions in order to facilitate culturally congruent nursing care. Students will become competent in the application of nursing processes, research, problem-solving and use of clinical judgment within the framework of safe patient-centered, evidence-based care. The focus of this course includes the managerial/leadership role, interdisciplinary practice, legal challenges of clinical practice, and trends within the nursing profession. Both NURS 96 and NURS 96L must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).	This course is designed to prepare a Nursing student to function as a graduate nurse. It builds on prior learning experiences in the management of nursing care of patients, culminating in readiness to function as a newly graduated registered nurse. The course integrates the knowledge of pathophysiology, diagnostics, pharmacology, communication concepts, and therapeutic interventions in order to facilitate culturally congruent nursing care. Students will become competent in the application of nursing processes, research, problem-solving and use of clinical judgment within the framework of safe patient-centered, evidence-based care. The focus of this course includes the managerial/leadership role, interdisciplinary practice, legal challenges of clinical practice, and trends within the nursing profession. Both NURS 96 and NURS 96L must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Nursing</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>FHDA FSA - BIOLOGICAL SCIENCES</li> </ul>

Course Justification			
Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/ potential healthcare employers and current/ future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of leadership and management in the provision of nursing care. Successful completion of this course is required for students to be eligible for the national licensing exam.	This <u>CSU transferable</u> course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and input from current/ potential healthcare employers and current/ future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to the theory of leadership and management in the provision of nursing care. Successful completion of this course is required for students to be eligible for the national licensing exam.

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	<b>Foothill Course ID</b>	No value	
	<b>Does the course have a Foothill equivalent?</b>	No	No
	<b>Foothill Faculty Consultation Name</b>	No value	

**Course Philosophy**

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

**Formerly Statement**

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly NURS D086.)	(Formerly NURS D086.)

**Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

**CTE Course**

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

**Honors/Non-honors Course**

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>


**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

**DEI Review**

Changed	Field	Current Version	Proposed Version
	<b>Please check all areas in the COR that address DEL.</b>	No value	<ul style="list-style-type: none"><li>• Basic Course Information - Course Description</li><li>• Specifications - Assignments</li><li>• Outline - Course Outline</li><li>• Specifications - Methods of Evaluation</li><li>• Specifications - Methods of Instruction</li><li>• Specifications - Examples of Primary Texts and References</li></ul>

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<p><u>Thank you for this feedback. We have reviewed the availability of representative OER materials aligned with the course learning outcomes and scope of this Quarter 6 nursing course. At this time, there are comprehensive OER textbooks that fully meet the clinical depth, evidence-based practice standards, and NCLEX-alignment required for this advanced-level nursing course. As such, the listed primary texts remain necessary to support student success and regulatory requirements. That said, the COR reflects a strong commitment to equity and cost-consciousness in several ways. Required texts are used selectively, and faculty intentionally supplement with no-cost or low-cost resources, including publicly available clinical guidelines, open-access journal articles, professional organization resources, and institutionally licensed materials. These resources are integrated throughout the course to reduce reliance on any single textbook and to ensure access for all students. Additionally, the COR advances equity through a clear, student-centered course description that transparently outlines expectations, learning outcomes, and clinical competencies. Course learning outcomes are written in accessible language and are aligned with multiple methods of assessment, allowing students diverse opportunities to demonstrate learning. Clinical and didactic activities emphasize inclusive, culturally responsive care, health equity, and the social determinants of health, preparing students to care for diverse patient populations. We will continue to monitor emerging OER and ZTC options in nursing education and will revise the COR accordingly should representative, high-quality OER materials become available. Case studies in this course are intentionally designed to be delivered and assessed through both written and oral formats. This approach promotes active student engagement and supports diverse learning styles. Written case studies allow students to analyze clinical scenarios visually and reflectively, while oral case presentations and discussions support auditory learners and strengthen clinical reasoning, communication, and teamwork skills. By incorporating multiple modalities, the course ensures equitable access to learning by allowing students varied ways to process information and demonstrate understanding. This aligns with student-centered and inclusive teaching practices, as well as principles of Universal Design for Learning (UDL). Case-based learning also mirrors real-world nursing practice, where clinical decision-making is both documented and verbally communicated within interdisciplinary teams. This multimodal approach supports student engagement, fosters deeper clinical thinking, and advances equity by recognizing and addressing the diverse learning needs of nursing students. For the methods of evaluation used in this course, faculty provide clear examples of successful assignments and detailed graded feedback to clarify expectations for all students. Rubrics and exemplar components are reviewed with students prior to submission, and formative and summative feedback is provided in both written and verbal formats. Examples of graded feedback include, but are not limited to: Written case study feedback: "You accurately prioritized the patient's clinical needs and supported your nursing interventions with evidence. To strengthen this case, further address how the patient's cultural background and health literacy may impact adherence to the plan of care." Oral case presentation feedback: "Your clinical reasoning was clear and well-organized. Consider incorporating the patient's expressed preferences and any potential barriers to access (language, transportation, or socioeconomic factors) to further align with patient-centered care principles." Clinical reflection feedback: "Strong insight into patient advocacy. In future reflections, expand on how systemic inequities or implicit bias may influence patient outcomes and nursing decision-making." This type of feedback supports transparency, reinforces learning objectives, and promotes equitable assessment by clearly</u></p>

Changed	Field	Current Version	Proposed Version
			<u>communicating expectations and opportunities for growth. Regarding the course outline, reflection on inequities, racism, and barriers to inclusion is already embedded within course content and evaluation methods, particularly through patient-centered case studies, clinical reflections, and discussions. This is reflected in the course learning emphasis on recognizing the patient or designee as the source of control and a full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values. To further clarify this commitment, we can make a small addition to the outline explicitly noting structured opportunities for students to reflect on health inequities, systemic barriers, and culturally responsive care as they relate to clinical decision-making and patient outcomes within the course subject.</u>



### More Options

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Letter Grade</li> <li>• Pass/No Pass</li> </ul>
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

### UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	<b>Will the course fulfill a UC/CSU lower-division major requirement?</b>	No value	<u>No</u>
	<b>If yes, identify the UC/CSU campus, course and major.</b>	No value	
	<b>Will the course be UC transferable?</b>	No value	<u>No</u>

Changed	Field	Current Version	Proposed Version
	<b>If yes, identify the lower-division UC course and campus.</b>	No value	

**Associated Programs**

Changed	Field	Current Version	Proposed Version
	<b>Course is part of a program</b>	<b>Associated Program</b> LVN Transition to RN	<b>Associated Program</b> LVN Transition to RN
		<b>Award Type</b> Associate in Science (A.S.) Degree	<b>Award Type</b> Associate in Science (A.S.) Degree
		<b>Associated Program</b> LVN Transition to RN	<b>Associated Program</b> LVN Transition to RN
		<b>Award Type</b> Associate in Science (A.S.) Degree	<b>Award Type</b> Associate in Science (A.S.) Degree
		<b>Associated Program</b> Registered Nurse (RN)	<b>Associated Program</b> Registered Nurse (RN)
		<b>Award Type</b> Associate in Science (A.S.) Degree	<b>Award Type</b> Associate in Science (A.S.) Degree
		<b>Associated Program</b> Registered Nurse (RN)	<b>Associated Program</b> Registered Nurse (RN)
		<b>Award Type</b> Associate in Science (A.S.) Degree	<b>Award Type</b> Associate in Science (A.S.) Degree

**Transferability & Gen. Ed. Options**

Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to CSU only	Transferable to CSU only
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Approved	Approved
	<b>GE Information</b>	No value	No value

**Weekly Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	2	2
	<b>Lecture Hours - Out of Class</b>	4	4
	<b>Laboratory Hours - In Class</b>	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

#### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	72	72
	Lecture Hours - Course In-Class (Contact) per Term	24	24
	Lecture Hours - Course Out-of-Class per Term	48	48
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	24	24
	Total - Course Out-of-Class Hours	48	48
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

#### Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

#### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>


**Credit Units**



Changed	Field	Current Version	Proposed Version
	<b>Course Duration (Weeks)</b>	12	12
	<b>Total Lecture Hours per Term</b>	72	72
	<b>Total Laboratory Hours per Term</b>	-	0
	<b>Total Contact Hours per Term</b>	-	0
	<b>Total Credit Units</b>	2	2
	<b>Minimum Credit Units</b>	2	2
	<b>Maximum Credit Units</b>	2	2


**SKIP**

Changed	Field	Current Version	Proposed Version
	<b>SKIP</b>	No Value	No Value

**Specifications**

Changed	Field	Current Version	Proposed Version
	<b>Methods of Instruction</b>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned readings, lectures and case studies On-line lectures Group discussion Collaborative learning and small group exercises</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of assigned readings, lectures and case studies. On-line lectures Group discussion Collaborative learning and small group exercises</p> </div>

Changed	Field	Current Version	Proposed Version
	<b>Assignments</b>	1. Reading assignments from text, required articles from internet as assigned, syllabus. 2. Written assignments: Role Development Paper, Resume' and Cover letter. 3. Weekly on-line case studies	1. Reading assignments from text, required articles from internet as assigned, syllabus. 2. Written assignments: Role Development Paper, Resume' and Cover letter. 3. Weekly on-line case studies; these are discussed in class.
	<b>Methods of Evaluation</b>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Methods of Evaluation</b></p> <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>Two theory midterm examinations consisting of multiple choice, matching, and short answer questions to evaluate comprehension of concepts and application to nursing situations.</li> <li>Comprehensive final computerized examination including multiple choice and 'alternate format' test questions to evaluate comprehension of concepts and application to nursing leadership and management situations.</li> <li>Role Development written assignment which requires the student to critically analyze nursing roles and trends utilizing information obtained in class, in readings, and from outside sources (e.g., organized nursing meeting in the community).</li> <li>Successful completion of Nursing 96L within the same quarter is required to pass Nursing 96.</li> </ol> </div>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Methods of Evaluation</b></p> <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>Two theory midterm examinations consisting of multiple choice, matching, and short answer questions to evaluate comprehension of concepts and application to nursing situations. Students are provided to review as appropriate.</li> <li>Comprehensive final computerized examination including multiple choice and 'alternate format' test questions to evaluate comprehension of concepts and application to nursing leadership and management situations.</li> <li>Role Development written assignment which requires the student to critically analyze nursing roles and trends utilizing information obtained in class, in readings, and from outside sources (e.g., organized nursing meeting in the community).</li> <li>Successful completion of Nursing 96L within the same quarter is required to pass Nursing 96.</li> </ol> </div>
	<b>Essential Student Materials/Essential College Facilities</b>	<p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>Headphones for HESI (computer) examinations</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>Computer laboratory</li> </ul>	<p><b>Essential Student Materials:</b></p> <ul style="list-style-type: none"> <li>Headphones for HESI (computer) examinations</li> </ul> <p><b>Essential College Facilities:</b></p> <ul style="list-style-type: none"> <li>Computer laboratory</li> </ul>

Changed	Field	Current Version	Proposed Version																				
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		<table border="1"> <tr><td><b>Title</b></td><td>No value</td></tr> <tr><td><b>Author</b></td><td>Nursing 96 Canvas Course Content (online)</td></tr> <tr><td><b>Publisher</b></td><td>No value</td></tr> <tr><td><b>Date/Edition</b></td><td>No value</td></tr> <tr><td><b>ISBN</b></td><td>No value</td></tr> </table>	<b>Title</b>	No value	<b>Author</b>	Nursing 96 Canvas Course Content (online)	<b>Publisher</b>	No value	<b>Date/Edition</b>	No value	<b>ISBN</b>	No value	<table border="1"> <tr><td><b>Title</b></td><td>Prioritization, Delegation and Assignment</td></tr> <tr><td><b>Author</b></td><td>Linda A. LaCharity, Candice K. Kumagai, Shirley M. Hosier</td></tr> <tr><td><b>Publisher</b></td><td>Elsevier</td></tr> <tr><td><b>Date/Edition</b></td><td>6th Edition / 2025</td></tr> <tr><td><b>ISBN</b></td><td>9780443112638</td></tr> </table>	<b>Title</b>	Prioritization, Delegation and Assignment	<b>Author</b>	Linda A. LaCharity, Candice K. Kumagai, Shirley M. Hosier	<b>Publisher</b>	Elsevier	<b>Date/Edition</b>	6th Edition / 2025	<b>ISBN</b>	9780443112638
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**Learning Outcomes**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Evaluate disease, patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of a plan of care within the context of the individual patient's health status and environment.</li> <li>Evaluate principles of effective communication with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</li> <li>Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</li> <li>Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that facilitates the establishment and acquisition of shared goals.</li> <li>Examine the role interdisciplinary teams and shared decision making have in the planning and delivery of nursing care.</li> <li>Examine the identification, evaluation and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions.</li> <li>Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance.</li> <li>Apply knowledge of accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</li> <li>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate disease, patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of a plan of care within the context of the individual patient's health status and environment.</li> <li>Evaluate principles of effective communication with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</li> <li>Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</li> <li>Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that facilitates the establishment and acquisition of shared goals.</li> <li>Examine the role interdisciplinary teams and shared decision making have in the planning and delivery of nursing care.</li> <li>Examine the identification, evaluation and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions.</li> <li>Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance.</li> <li>Apply knowledge of accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</li> <li>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values.</li> </ul>


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**Course Outline**

Changed	Field	Current Version	Proposed Version
	<b>Course Content</b>	<ol style="list-style-type: none"> <li>Evaluate disease, patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of a plan of care within the context of the individual patient's health status and environment.               <ol style="list-style-type: none"> <li>Analyze comprehensive physical, psychosocial, and developmental assessment data.</li> <li>Judge appropriate prioritization of assessments and nursing interventions based on patient acuity.</li> <li>Examine nursing problem statements based on assessment findings.</li> <li>Critique a comprehensive nursing care plan.</li> </ol> </li> <li>Evaluate principles of effective communication with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.               <ol style="list-style-type: none"> <li>Communicate with others in a clear and appropriate manner.</li> <li>Appraise different styles of communication used by patients, families, and healthcare providers.</li> <li>Analyze various strategies employed in conflict management.</li> <li>Scrutinize workplace trends and issues for the registered nurse.</li> <li>Examine the concept of lateral violence and describe effective prevention strategies.</li> </ol> </li> <li>Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making.               <ol style="list-style-type: none"> <li>Refine understanding of technology used to collect assessment data, best evidence, and other relevant information to support clinical decision making.</li> <li>Utilize technology to locate scholarly resources.</li> <li>Participate in group and individual investigation of NCLEX-RN style questions to reinforce integration of nursing knowledge and concepts for safe beginning nursing practice.</li> </ol> </li> <li>Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that facilitates the establishment and acquisition of shared goals.               <ol style="list-style-type: none"> <li>Compare and contrast leadership roles and management styles of the registered nurse.</li> <li>Analyze own leadership and communication style and adjust it to facilitate effective management.</li> <li>Critique the role of a new nursing graduate as a safe and effective care provider.</li> </ol> </li> <li>Examine the role interdisciplinary teams and shared decision making have in the planning and delivery of nursing care.               <ol style="list-style-type: none"> <li>Differentiate and evaluate the role of team members</li> <li>Scrutinize team building strategies used in nursing management.</li> </ol> </li> <li>Examine the identification, evaluation and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions.               <ol style="list-style-type: none"> <li>Identify reliable sources for locating evidence, reports, and clinical practice guidelines.</li> <li>Demonstrate understanding of the role of evidence-based practice in the planning of patient care.</li> </ol> </li> <li>Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance.</li> </ol>	<ol style="list-style-type: none"> <li>Evaluate disease, patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of a plan of care within the context of the individual patient's health status and environment.               <ol style="list-style-type: none"> <li>Analyze comprehensive physical, psychosocial, and developmental 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Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> <li>Discuss standards of practice to support safety and quality of care.</li> <li>Evaluate strategies to promote safe care using QSEN principles</li> </ol> <p>8. Apply knowledge of accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</p> <ol style="list-style-type: none"> <li>Respect patient confidentiality and privacy when discussing patient care situations in learning exercises.</li> <li>Debate the role of political action and collective bargaining in professional nursing.</li> <li>Evaluate competent practice of the nurse and identify malpractice situations.</li> </ol> <p>9. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values.</p> <ol style="list-style-type: none"> <li>Evaluate the role of the registered nurse in providing patient centered care.</li> <li>Examine the role of the patient or designee as a full partner in care.</li> </ol>	<ol style="list-style-type: none"> <li>Discuss standards of practice to support safety and quality of care.</li> <li>Evaluate strategies to promote safe care using QSEN principles</li> </ol> <p>8. Apply knowledge of accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</p> <ol style="list-style-type: none"> <li>Respect patient confidentiality and privacy when discussing patient care situations in learning exercises.</li> <li>Debate the role of political action and collective bargaining in professional nursing.</li> <li>Evaluate competent practice of the nurse and identify malpractice situations.</li> </ol> <p>9. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture and ethnic values.</p> <ol style="list-style-type: none"> <li>Evaluate the role of the registered nurse in providing patient centered care.</li> <li>Examine the role of the patient or designee as a full partner in care.</li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	NURS D095. and NURS D095L	NURS D095. and NURS D095L
	<b>Corequisite(s):</b>	NURS D096L	NURS D096L
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 096	NURS 096
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Two hours lecture (24 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>• Course number change appr. 3/12/19(effect. F20).-mkct</li> <li>• Hybrid appr. 3/12/2019;</li> <li>• DL appr. 11/3/20 (effect. F20).-mkct</li> </ul>	<ul style="list-style-type: none"> <li>• Course number change appr. 3/12/19(effect. F20).-mkct</li> <li>• Hybrid appr. 3/12/2019;</li> <li>• DL appr. 11/3/20 (effect. F20).-mkct</li> </ul>
!	Print/No Print to Catalog	Yes	No Value

**Blue Form**

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
!	1. Is the unit(s) change required for articulation?	No Value	No
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

**A-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	No Value
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	No Value

**B-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

**C-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
	<b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b>	No Value	No Value
	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value

#### D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value

#### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

## F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value
	<b>Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

#### G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.</b>	No Value	No Value

#### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	No Value
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value
	<p><b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b></p>	No Value	No Value

#### Comments

Changed	Questions	Current Version	Proposed Version				
	<b>Stage 2: Department Chair</b>	No Value	No Value				
	<b>Stage 3: DEI</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>
			02/19/2026	Basic Course Information	DEI Review	Suggested	I'm not 100% sure I understand this statement -- does this mean that the course is doing this equity (clear student-oriented course description, for example). Thanks for providing this example of primary texts and references. Are there representative C representative OER options, consider zero textbook cost (ZTC) options or otherwise cost con
			02/19/2026	Specifications	Examples of Primary Texts and References	Required	<b>response box. Please also let me know in the initiator response box if your textbook is</b> Do Examples of Primary Texts and References meet universal design course standards (acce
			02/19/2026	Specifications	Examples of Primary Texts and References	Suggested	are relevant to students? If yes, let me know in the Initiator response box. If no, please let me Are "Weekly on-line case studies" written or presented orally (or in some other way)? Consid
			02/19/2026	Specifications	Assignments	Suggested	writing. If they receive any revision/feedback as they work on these case studies, that would e their own life, background, and experiences? If so, consider adding this information to the rel
			02/19/2026	Specifications	Methods of Evaluation	Suggested	For any of these methods of evaluation, is it possible to provide examples of strong and/or su
			02/19/2026	Outline	Course Outline	Suggested	If appropriate, consider small addition to outline to provide space to reflect on inequities, racis providing compassionate and coordinated care based on respect for patient preferences, nee
	<b>Stage 4: Articulation Officer</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>
			03/16/26	Specifications	Primary Texts	Suggested	Recommend to update the textbook to the latest version; I believe they are on the 11th edition published in 2022 review-filters#)
			03/16/26	Specifications	Suggested Reading List	Required	Please remove all content from the suggested reading list. The Curriculum Committee had agreed that only liter;
			03/16/26	Specifications	Primary Texts	Suggested	Recommend to update the second text book to the latest version as well; the book on the practice exercises for t
	<b>Stage 5: De Anza General Education</b>	No Value	No Value				
	<b>Stage 6: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	Here is a link to the Matrix G form that you need to complete.			
			3/17/26	https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_ContentMatrix_G_070124.pdf (https://www.deanza.edu/curriculum/form			
			3/17/24	Matrix G			
			<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>
			3/18/26	Basic Course Information	Attachments	Required	Complete and Upload Matrix G's for NURS 95 and NURS 95LY- completed and uploaded Matrix
	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value				
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value				
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value				

**Course Administration Codes**

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	NURSD096.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	<b>Time to Next Review</b>	Aug 31, 2025 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2020 12:00:00 AM
	<b>Course Control Number</b>	CCC000361595

**Articulation**

Changed	Field	Current Version
	<b>Course Crosswalk CRS-DEPT-NAME</b>	
	<b>Course Crosswalk CRS-NUMBER</b>	

De Anza College  
**Change Report**  
 04/22/2026

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code

Section	Changed field
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Blue Form	1. Is the unit(s) change required for articulation?
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Comments	Stage 6: Content Review Matrix Liaison
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

**General Information**

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Sunghae Jung
	<b>Course ID (CB01A and CB01B)</b>	NURSD096L	NURSD096L
	<b>Course Control Number</b>	CCC000617536	CCC000617536
	<b>Course Title (CB02)</b>	Leadership and Management in Nursing Clinical	Leadership and Management in Nursing Clinical
	<b>Short Course Title</b>	LDRSHP & MGMNT NURS CLINICAL	LDRSHP & MGMNT NURS CLINICAL
	<b>TOP Code (CB03)</b>	1230.10	1230.10 Registered Nursing
	<b>CIP Code</b>	Registered Nursing/Registered Nurse	51.3801 Registered Nursing/Registered Nurse
	<b>Department</b>	NURS - Nursing	NURS - Nursing
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2027</u>
	<b>SAM Priority Code (CB09)</b>	B - Advanced Occupational	B - Advanced Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	This prelicensure preceptorship course is designed to prepare the student to function as a graduate nurse. Students will provide safe patient-centered, evidence-based nursing care for patients under the guidance of a registered nurse working in the community and supervised by the faculty liaison. The student will work on the day, evening or night shift, depending on the schedule of the assigned preceptor. Settings assigned may include acute care, sub-acute/post-acute care, rehabilitation nursing, surgical centers, hospice care, or other community settings. Learning experiences may be enhanced with clinical simulations and observation activities; in simulated lab experiences, the student will assist with running the simulation activity. Both NURS 96L and NURS 96 must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).	This prelicensure preceptorship course is designed to prepare the student to function as a graduate nurse. Students will provide safe patient-centered, evidence-based nursing care for patients under the guidance of a registered nurse working in the community and supervised by the faculty liaison. The student will work on the day, evening or night shift, depending on the schedule of the assigned preceptor. Settings assigned may include acute care, sub-acute/post-acute care, rehabilitation nursing, surgical centers, hospice care, or other community settings. Learning experiences may be enhanced with clinical simulations and observation activities; in simulated lab experiences, the student will assist with running the simulation activity. Both NURS 96L and NURS 96 must be taken and passed concurrently within the same quarter (failure of either component requires both courses to be retaken).
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>In person ONLY</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Nursing</li> </ul>
	<b>Discipline 2</b>	No value	No value
	<b>Discipline 3</b>	No value	No value
	<b>FSA</b>	No value	<ul style="list-style-type: none"> <li>Biological Sciences</li> </ul>

Course Justification			
Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and from input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to clinical management and leadership activities for a team of patients in their senior preceptorship. Successful completion of this course is required for students to be eligible for the national licensing exam.	This <u>CSU transferable</u> course is in a CTE program that was developed based on requirements from the California Board of Registered Nursing (BRN), and from input from current/potential healthcare employers and current/future health needs of society. This course belongs on the A.S. degree in Nursing. This course is a BRN mandated component of the nursing program and exposes students to clinical management and leadership activities for a team of patients in their senior preceptorship. Successful completion of this course is required for students to be eligible for the national licensing exam.

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	<b>Foothill Course ID</b>	No value	
	<b>Does the course have a Foothill equivalent?</b>	No	No
	<b>Foothill Faculty Consultation Name</b>	No value	

**Course Philosophy**

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

**Formerly Statement**

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly NURS D086L.)	(Formerly NURS D086L.)

**Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

**CTE Course**

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No value	<u>Yes</u>

**Honors/Non-honors Course**

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No value	<u>No</u>


**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

**DEI Review**

Changed	Field	Current Version	Proposed Version
	<b>Please summarize the ways in which your course includes DEI.</b>	No value	<p><u>1. Fostering Culturally Humble Clinical Mentorship Preceptors can model cultural humility — encouraging self-reflection, active listening, and lifelong learning about diverse patient perspectives and student backgrounds, not just cultural competence as a checkbox skill. This helps students learn to care for patients respectfully and equitably. By intentionally, discussing cultural norms, health beliefs, language differences, and implicit biases during clinical shifts, preceptors help students internalize a DEI mindset.</u></p> <p><u>2. Creating Inclusive, Respectful Learning Spaces Skilled preceptors contribute to a welcoming, respectful, and inclusive clinical climate where students feel valued, heard, and supported — which research links to stronger engagement and professional growth. Inclusivity in supervision means adapting teaching styles to students' unique learning needs and cultural backgrounds, reducing the risk of misunderstanding or alienation.</u></p> <p><u>3. Reducing Bias in Evaluation and Feedback Preceptorships can implement structured, unbiased evaluation methods and reflective feedback that minimize discriminatory judgments and focus on competency and growth, not assumptions about background or identity. Regularly checking for bias in assessment helps ensure all students receive fair opportunities for constructive feedback and professional development.</u></p> <p><u>4. Enhancing Cultural and Clinical Competence Through Real-World Exposure Clinical placements expose students to diverse patient populations, allowing them to practice culturally appropriate care and communication in real contexts — a DEI outcome nursing programs strive for. When preceptors guide students through these complex interactions, students deepen empathy and reduce health disparities in future practice.</u></p> <p><u>5. Supporting Mentoring Across Diverse Identities Preceptorship relationships can pair students with preceptors who understand or share elements of their identity (e.g., language, culture, gender experience), which enhances belonging and retention, especially for underrepresented groups. Even where perfect matching isn't possible, preceptors can be trained to be ally mentors — recognizing and affirming students' diverse identities and experiences.</u></p> <p><u>6. Facilitating Reflective Dialogue and DEI Education Preceptors can integrate reflective discussions on equity, biases, health disparities, and systems of oppression during clinical debriefings. This invites student nurses to think critically about how social determinants affect care delivery. Such dialogue (paired with structured curricular expectations) normalizes DEI engagement as an essential professional skill, not an optional extra.</u></p> <p><u>7. Encouraging Advocacy and Leadership in DEI Preceptors can empower students to identify and challenge inequitable practices in clinical settings — cultivating future nurses who are advocates for patient and colleague equity. Clinical experiences under inclusive preceptors often inspire students to pursue leadership roles where they continue to influence organizational culture.</u></p>
	<b>Please check all areas in the COR that address DEI.</b>	No value	<ul style="list-style-type: none"> <li>• Basic Course Information - Course Description</li> <li>• Specifications - Assignments</li> <li>• Specifications - Examples of Primary Texts and References</li> </ul>

**More Options**

Changed	Field	Current Version	Proposed Version
	<b>Basic Skill Status (CB08)</b>	Course is not a basic skills course.	Course is not a basic skills course.
	<b>Course Prior To College Level</b>	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
	<b>Repeat Limit</b>	0	0
	<b>Grade Options</b>	• Pass/No Pass	• Pass/No Pass
	<b>Allow Students to Gain Credit by Exam/Challenge</b>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Repeatability Statement</b>	No value	

**Stand-Alone Statement**

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

**UC Transferable and/or Lower-Division Major Requirement**

Changed	Field	Current Version	Proposed Version
	<b>If yes, identify the UC/CSU campus, course and major.</b>	No value	
!	<b>Will the course be UC transferable?</b>	No value	<u>No</u>
	<b>If yes, identify the lower-division UC course and campus.</b>	No value	
!	<b>Will the course fulfill a UC/CSU lower-division major requirement?</b>	No value	<u>No</u>

**Associated Programs**

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Changed	Field	Current Version	Proposed Version
	<b>Course is part of a program</b>	<b>Associated Program</b> LVN Transition to RN	<b>Associated Program</b> LVN Transition to RN
		<b>Award Type</b> Associate in Science (A.S.) Degree	<b>Award Type</b> Associate in Science (A.S.) Degree
		<b>Associated Program</b> LVN Transition to RN	<b>Associated Program</b> LVN Transition to RN
		<b>Award Type</b> Associate in Science (A.S.) Degree	<b>Award Type</b> Associate in Science (A.S.) Degree
		<b>Associated Program</b> Registered Nurse (RN)	<b>Associated Program</b> Registered Nurse (RN)
		<b>Award Type</b> Associate in Science (A.S.) Degree	<b>Award Type</b> Associate in Science (A.S.) Degree
		<b>Associated Program</b> Registered Nurse (RN)	<b>Associated Program</b> Registered Nurse (RN)
		<b>Award Type</b> Associate in Science (A.S.) Degree	<b>Award Type</b> Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options			
Changed	Field	Current Version	Proposed Version
	<b>Transfer Status (CB05)</b>	Transferable to CSU only	Transferable to CSU only
	<b>Course General Education Status (CB25)</b>	Y	Y
	<b>Transfer Status</b>	Approved	Approved
	<b>GE Information</b>	No value	No value

**Weekly Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	0	0
	Lecture Hours - Out of Class	0	0
	Laboratory Hours - In Class	14	14
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

**Course Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	168	168
	Lecture Hours - Course In-Class (Contact) per Term	0	0
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	168	168
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	168	168
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

**Speciality Hours**

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

#### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>



#### Credit Units


Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	-	0
	Total Laboratory Hours per Term	168	168
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

#### SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

#### Specifications

Changed	Field	Current Version	Proposed Version
	<b>Methods of Instruction</b>	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discuss readings and assignments                      Role model clinical behavior, problem-solving and effective communication                      Clarify role expectations in preceptorship                      Guide student delegation to licensed and unlicensed persons                      Guide student in conflict management                      Guide student in development, modification and evaluation of their goals specific to the preceptorship setting</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Role model professional clinical behavior, effective problem-solving, and clear communication in the clinical setting                      Clarify role expectations within the preceptorship to ensure the student understands responsibilities, scope of practice, and professional standards                      Use PowerPoint and Word documents and return demonstrations to guide students in safely delegating tasks to both licensed and unlicensed personnel                      Provide coaching and case-based discussion to support students in developing effective conflict management strategies                      Facilitate the student's development, modification and evaluation of individualized learning goals specific to the preceptorship setting through presentations, reflective discussion and return demonstrations of clinical skills.</p>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Reading assignments from the syllabus and texts.</li> <li>2. Documented nursing care plan.</li> <li>3. Weekly documented preceptorship update and plan</li> <li>4. Management of a patient assignment with an increase in patient load to a full RN load by the end of preceptorship</li> <li>5. Preparation and presentation of staff inservice</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading assignments from the syllabus and texts.</li> <li>2. Documented nursing care plan.</li> <li>3. Weekly documented preceptorship update and plan</li> <li>4. Management of a patient assignment with an increase in patient load to a full RN load by the end of preceptorship</li> <li>5. Preparation and presentation of staff inservice</li> <li>6. Integrate student perspective and experiences with course content, students can better analyze patient care situations, develop critical thinking skills and demonstrate how they would provide safe, patient-centered care in diverse clinical environments.</li> </ol>

Changed	Field	Current Version	Proposed Version
	<b>Methods of Evaluation</b>	<p><b>Methods of Evaluation</b></p> <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Preceptorship orientation quiz to evaluate comprehension and mastery of facility requirements and regulations in order to safely provide care during preceptorship</li> <li>2. Grading of nursing care plan per Standards of Nursing Practice to evaluate student ability to utilize a comprehensive approach to patient assessment, critical analysis of data and planning of safe and appropriate care.</li> <li>3. Grading of weekly Preceptorship updates: reflect student self-assessment of performance, in skill performance, time management, and leadership abilities with instructor review and input for suggested methods of improvement</li> <li>4. Evaluate staff inservice presentation and pamphlet per rubric, to evaluate student ability to research topics relevant to nursing practice, develop teaching/presentation skills and facilitate enculturation into the 'nursing world' of clinical practice</li> <li>5. Successfully completes the critical elements on the final clinical evaluation tool to evaluate skill mastery in the clinical setting, ability to communicate therapeutically with patient, families and members of the healthcare team and function as a member of the healthcare team in the provision of safe patient care.</li> <li>6. Course will be "P/NP" grading; P = achievement of 70% or greater of all possible assignment points and satisfactory achievement of all critical elements on final clinical evaluation tool.</li> <li>7. Successful completion of Nursing 96 within the same quarter is required to pass Nursing 96L.</li> </ol>	<p><b>Methods of Evaluation</b></p> <p><b>Methods of Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Preceptorship orientation quiz to evaluate comprehension and mastery of facility requirements and regulations in order to safely provide care during preceptorship</li> <li>2. Grading of nursing care plan per Standards of Nursing Practice to evaluate student ability to utilize a comprehensive approach to patient assessment, critical analysis of data and planning of safe and appropriate care.</li> <li>3. Grading of weekly Preceptorship updates: reflect student self-assessment of performance, in skill performance, time management, and leadership abilities with instructor review and input for suggested methods of improvement</li> <li>4. Evaluate staff inservice presentation and pamphlet per rubric, to evaluate student ability to research topics relevant to nursing practice, develop teaching/presentation skills and facilitate enculturation into the 'nursing world' of clinical practice</li> <li>5. Successfully completes the critical elements on the final clinical evaluation tool to evaluate skill mastery in the clinical setting, ability to communicate therapeutically with patient, families and members of the healthcare team and function as a member of the healthcare team in the provision of safe patient care.</li> <li>6. Course will be "P/NP" grading; P = achievement of 70% or greater of all possible assignment points and satisfactory achievement of all critical elements on final clinical evaluation tool.</li> <li>7. Successful completion of Nursing 96 within the same quarter is required to pass Nursing 96L.</li> </ol>

**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- Student nursing uniform, watch with a second hand, scissors, hemostat, stethoscope, transportation to clinical sites, current background check and drug testing

**Essential College Facilities:**

- Fully equipped nursing skills lab with mannequins for practice of various procedures, injection and intravenous equipment, gloves, masks, etc.; audiovisual equipment, interactive video equipment and videos, off-site facilities (such as hospital wards, clinic sites, extended care facilities) to be arranged by instructor and nursing faculty
- A current Foothill-De Anza Community College District contract with each affiliating clinical facility on file with the district office

**Essential Student Materials:**

- Student nursing uniform, watch with a second hand, scissors, hemostat, stethoscope, transportation to clinical sites, current background check and drug testing


**Essential College Facilities:**

- Fully equipped nursing skills lab with mannequins for practice of various procedures, injection and intravenous equipment, gloves, masks, etc.; audiovisual equipment, interactive video equipment and videos, off-site facilities (such as hospital wards, clinic sites, extended care facilities) to be arranged by instructor and nursing faculty
- A current Foothill-De Anza Community College District contract with each affiliating clinical facility on file with the district office

Changed	Field	Current Version	Proposed Version																				
	<b>Examples of Primary Texts and References</b>	<table border="1"> <tr> <td><b>Title</b></td> <td>No value</td> </tr> <tr> <td><b>Author</b></td> <td>*Zerwekh &amp; Gameau. "Nursing today: Transitions and Trends", 9th ed. 2018. Elsevier.</td> </tr> <tr> <td><b>Publisher</b></td> <td>No value</td> </tr> <tr> <td><b>Date/Edition</b></td> <td>No value</td> </tr> <tr> <td><b>ISBN</b></td> <td>No value</td> </tr> </table>	<b>Title</b>	No value	<b>Author</b>	*Zerwekh & Gameau. "Nursing today: Transitions and Trends", 9th ed. 2018. Elsevier.	<b>Publisher</b>	No value	<b>Date/Edition</b>	No value	<b>ISBN</b>	No value	<table border="1"> <tr> <td><b>Title</b></td> <td>Nursing Today Transitions and Trends</td> </tr> <tr> <td><b>Author</b></td> <td>JoAnn Zerwekh &amp; Ashley Garnewau</td> </tr> <tr> <td><b>Publisher</b></td> <td>Elsevier</td> </tr> <tr> <td><b>Date/Edition</b></td> <td>2027/ 12th Edition</td> </tr> <tr> <td><b>ISBN</b></td> <td>9780443280054</td> </tr> </table>	<b>Title</b>	Nursing Today Transitions and Trends	<b>Author</b>	JoAnn Zerwekh & Ashley Garnewau	<b>Publisher</b>	Elsevier	<b>Date/Edition</b>	2027/ 12th Edition	<b>ISBN</b>	9780443280054
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**Learning Outcomes**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Implement the principles of assessment of patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of the plan of care within the context of the individual patient's health status and environment.</li> <li>Demonstrate principles of effective communication with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</li> <li>Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</li> <li>Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.</li> <li>Examine the role of interdisciplinary teams and shared decision making have in the planning and delivery of nursing care.</li> <li>Examine the identification, evaluation, and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions.</li> <li>Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance.</li> <li>Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</li> <li>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values</li> </ul>	<ul style="list-style-type: none"> <li>Implement the principles of assessment of patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of the plan of care within the context of the individual patient's health status and environment.</li> <li>Demonstrate principles of effective communication with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</li> <li>Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</li> <li>Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.</li> <li>Examine the role of interdisciplinary teams and shared decision making have in the planning and delivery of nursing care.</li> <li>Examine the identification, evaluation, and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions.</li> <li>Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance.</li> <li>Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.</li> <li>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values.</li> </ul>

**CSLOs**

<b>CSLOs</b>	Provide safe care for 75%-100% of a typical RN assignment.	<b>CSLOs</b>	Provide safe care for 75%-100% of a typical RN assignment.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0
<b>CSLOs</b>	Manage a patient assignment safely and proficiently at the entry RN level using the nursing process.	<b>CSLOs</b>	Manage a patient assignment safely and proficiently at the entry RN level using the nursing process.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

**Course Outline**


Changed	Field	Current Version	Proposed Version
!	Course Content	<p>1. Implement the principles of assessment of patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of the plan of care within the context of the individual patient's health status and environment.</p> <ol style="list-style-type: none"> <li>1. Gather and analyze comprehensive physical, psychosocial, and developmental assessment data.</li> <li>2. Appropriately prioritize assessments and nursing interventions based on patient acuity.</li> <li>3. Develop nursing problem statements based on assessment findings.</li> <li>4. Create a comprehensive nursing care plan.</li> <li>5. Modify nursing care as needed based upon evaluation of the nursing care plan.</li> </ol> <p>2. Demonstrate principles of effective communication with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p> <ol style="list-style-type: none"> <li>1. Communicate with others in a clear and appropriate manner.</li> <li>2. Appraise different styles of communication used by patients, families, and healthcare providers.</li> <li>3. Analyze various strategies to employ in conflict management.</li> <li>4. Scrutinize workplace trends and issues for the registered nurse.</li> <li>5. Examine the concept of lateral violence and describe effective prevention strategies.</li> </ol> <p>3. Appraise the tenets of information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</p> <ol style="list-style-type: none"> <li>1. Utilize technology to collect assessment data, best evidence, and other relevant information to support clinical decision making.</li> <li>2. Utilize technology to locate scholarly resources.</li> </ol> <p>4. Evaluate the role of the registered nurse in influencing the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast leadership roles and management styles of the registered nurse.</li> <li>2. Analyze own leadership and communication style and adjust it to facilitate effective management.</li> <li>3. Demonstrate beginning management skills through collaboration with other health team members.</li> </ol> <p>5. Examine the role of interdisciplinary teams and shared decision making have in the planning and delivery of nursing care.</p> <ol style="list-style-type: none"> <li>1. Differentiate and evaluate the role of team members.</li> <li>2. Scrutinize team building strategies used in nursing management.</li> <li>3. Participate as a member of the team in the clinical setting.</li> </ol> <p>6. Examine the identification, evaluation, and integration of the best current evidence coupled with clinical expertise and consideration of patient preferences, experience and values in making practice decisions.</p> <ol style="list-style-type: none"> <li>1. Utilize reliable sources for locating evidence, reports, and clinical practice guidelines.</li> </ol> <p>7. Evaluate the use of data to monitor the outcomes of care processes and improvement methods to design and test changes in continuously improving the quality and safety of health care systems and individual performance.</p> <ol style="list-style-type: none"> <li>1. Discuss standards of practice to support safety and quality of care.</li> </ol>	<p>1. Implement the principles of assessment of patient problems, needs, and trends of data for accurate identification and framing of problems, planning, implementation, and evaluation of the plan of care within the context of the individual patient's health status and environment.</p> <ol style="list-style-type: none"> <li>1. Gather and analyze comprehensive physical, psychosocial, and developmental assessment data.</li> <li>2. Appropriately prioritize assessments and nursing interventions based on patient acuity.</li> <li>3. Develop nursing problem statements based on assessment findings.</li> <li>4. Create a comprehensive nursing care plan.</li> <li>5. Modify nursing care as needed based upon evaluation of the nursing care plan.</li> </ol> <p>2. Demonstrate principles of effective communication with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p> <ol style="list-style-type: none"> <li>1. 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Changed	Field	Current Version	Proposed Version
		2. Participate in a Quality Assurance/Quality Improvement project. 8. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. <ol style="list-style-type: none"> <li>1. Respect patient confidentiality and privacy when discussing patient care and in written clinical paperwork.</li> <li>2. Debate the role of political action and collective bargaining in professional nursing.</li> <li>3. Evaluate competent practice of the nurse and identify malpractice situations.</li> <li>4. Approximate the role of the new nursing graduate under the direct supervision of assigned registered nurse preceptor.</li> </ol> 9. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values <ol style="list-style-type: none"> <li>1. Evaluate the role of the registered nurse in providing patient centered care.</li> <li>2. Examine the role of the patient or designee as a full partner in care.</li> </ol>	2. Participate in a Quality Assurance/Quality Improvement project. 8. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. <ol style="list-style-type: none"> <li>1. Respect patient confidentiality and privacy when discussing patient care and in written clinical paperwork.</li> <li>2. Debate the role of political action and collective bargaining in professional nursing.</li> <li>3. Evaluate competent practice of the nurse and identify malpractice situations.</li> <li>4. Approximate the role of the new nursing graduate under the direct supervision of assigned registered nurse preceptor.</li> </ol> 9. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, needs, culture, and ethnic values. <ol style="list-style-type: none"> <li>1. Evaluate the role of the registered nurse in providing patient centered care.</li> <li>2. Examine the role of the patient or designee as a full partner in care.</li> </ol>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

**Req/Adv**

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	NURS D095. and NURS D095L	NURS D095. and NURS D095L
	<b>Corequisite(s):</b>	NURS D096.	NURS D096.
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	No Value	No Value
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

**Curriculum Office**

Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2BH	No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2020	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2020	No Value
	Sort ID (00 < 10; 0 < 100)	NURS 096L	NURS 096L
	Course Status	Substantial	Substantial
!	Course Status Code	A	No Value
!	Banner Department	NURS	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Fourteen hours laboratory (168 hours total per quarter).	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237004	No Value
!	Account Code	1320	No Value
!	Program Code	123010	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Course number change appr. 3/12/19(effect. F20).-mkct</li> </ul>	<ul style="list-style-type: none"> <li>Course number change appr. 3/12/19(effect. F20).-mkct</li> </ul>
!	Print/No Print to Catalog	Yes	No Value

Blue Form			
Changed	Questions	Current Version	Proposed Version
	<p><b>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.</b></p>	No Value	No Value
!	1. Is the unit(s) change required for articulation?	No Value	No
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.</b>	No Value	No Value

**A-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<b>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b>	No Value	No Value
	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	No Value
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value
	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	No Value
	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	No Value

**B-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

**C-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<b>ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.</b>	No Value	No Value
	<b>Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.</b>	No Value	No Value
	<b>Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.</b>	No Value	No Value
	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value

#### D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</b>	No Value	No Value
	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	No Value
	<b>Objective 3: Explore functions.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop linear function models.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	No Value
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	No Value
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value

#### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

#### F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value
	<b>Objective 4: Solve problems involving operations with signed numbers.</b>	No Value	No Value
	<b>Objective 5: Explore the characteristics and properties of real numbers.</b>	No Value	No Value
	<b>Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.</b>	No Value	No Value
	<b>Objective 7: Explore rates and ratios and use proportions to solve problems.</b>	No Value	No Value
	<b>Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.</b>	No Value	No Value
	<b>Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.</b>	No Value	No Value
	<b>Objective 10: Solve linear equations in one variable numerically and algebraically.</b>	No Value	No Value
	<b>Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 12:</b> Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

**G-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<b>If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.</b>	No Value	No Value

**H-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<b>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</b>	No Value	No Value
	<b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b>	No Value	No Value
	<b>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.</b>	No Value	No Value
	<b>Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.</b>	No Value	No Value


## De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value
	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	No Value

**Comments**

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	<b>Stage 2: Department Chair</b>	No Value	No Value																														
	<b>Stage 3: DEI</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>03/02/2026</td> <td>Specifications</td> <td>Examples of Primary Texts and References</td> <td>Required</td> <td>Thanks for providing this example of primary texts and references. Are there representative OER <b>representative OER textbook, please let me know in the initiator response box.</b> If there are under \$50.00. Please also let me know in the initiator response box if your textbook is low cost, at Do Examples of Primary Texts and References meet universal design course standards (accessit that are relevant to students? Please let me know Yes or No in the initiator response box.</td> </tr> <tr> <td>03/02/2026</td> <td>Specifications</td> <td>Examples of Primary Texts and References</td> <td>Suggested</td> <td>These methods of instruction are not 100% clear: for example, how will the instructor be clarifying</td> </tr> <tr> <td>03/02/2026</td> <td>Specifications</td> <td>Assignments</td> <td>Suggested</td> <td>Do any of these assignments provide students with choices in how they demonstrate proficiency i assignment.</td> </tr> <tr> <td>03/02/2026</td> <td>Specifications</td> <td>Methods of Evaluation</td> <td>Suggested</td> <td>For any of these evaluation methods, does the instructor will provide examples of strong and/or si</td> </tr> <tr> <td>03/02/2026</td> <td>Outline</td> <td>Course Outline</td> <td>Suggested</td> <td>Consider revisions to include discussion of inequities, racism, or other barriers to inclusion specifi</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	03/02/2026	Specifications	Examples of Primary Texts and References	Required	Thanks for providing this example of primary texts and references. Are there representative OER <b>representative OER textbook, please let me know in the initiator response box.</b> If there are under \$50.00. Please also let me know in the initiator response box if your textbook is low cost, at Do Examples of Primary Texts and References meet universal design course standards (accessit that are relevant to students? Please let me know Yes or No in the initiator response box.	03/02/2026	Specifications	Examples of Primary Texts and References	Suggested	These methods of instruction are not 100% clear: for example, how will the instructor be clarifying	03/02/2026	Specifications	Assignments	Suggested	Do any of these assignments provide students with choices in how they demonstrate proficiency i assignment.	03/02/2026	Specifications	Methods of Evaluation	Suggested	For any of these evaluation methods, does the instructor will provide examples of strong and/or si	03/02/2026	Outline	Course Outline	Suggested	Consider revisions to include discussion of inequities, racism, or other barriers to inclusion specifi
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	<b>Stage 5: De Anza General Education</b>	No Value	No Value																														

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	<b>Stage 7: Dean of Online Learning</b>	No Value	No Value																									
	<b>Stage 8: SLO Coordinator</b>	No Value	No Value																									
	<b>Stage 10: Curriculum Committee</b>	No Value	No Value																									

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	<b>Curriculum ID</b>	NURSD096L
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Aug 31, 2025 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2020 12:00:00 AM
	<b>Course Control Number</b>	CCC000617536

Articulation		
Changed	Field	Current Version
	<b>Course Crosswalk CRS-DEPT-NAME</b>	
	<b>Course Crosswalk CRS-NUMBER</b>	