

De Anza College  
**Change Report**  
08/01/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	<u>Essential Student Materials/Essential College Facilities</u>
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
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)

<b>Section</b>	<b>Changed field</b>
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.

**Section****Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 3: Division Curriculum Representative

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?

**General Information**

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> <li>Catherina Wong</li> </ul>	<ul style="list-style-type: none"> <li>Vernon Gallegos</li> <li>Shaw, Janet</li> </ul>
	Course ID (CB01A and CB01B)	DANCD037A	DANCD037A
	Course Control Number	CCC000190112	CCC000190112
	Course Title (CB02)	Theory and Technique of Jazz Dance I	Theory and Technique of Jazz Dance I
	Short Course Title	THEORY/TECHNIQUE JAZZ DANCE I	THEORY/TECHNIQUE JAZZ DANCE I
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Introduction to the discipline and creative art of jazz dance. Body conditioning, exposure to the history of major American artists, and their works. The development of a working vocabulary; and practice of elementary jazz dance techniques.	<del>Introduction-</del> <u>This dance class is an introduction to the discipline and creative art of jazz dance. Body dance, focusing on basic principles of technique, theory, practice, conditioning, development of a working vocabulary, and exposure to the history of major American jazz artists, and their works. The development of a working vocabulary; and practice of elementary jazz dance techniques- works.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>



## Faculty Requirements

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

## Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

## Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A (Arts and Letters emphasis). This is the first course in elementary jazz dance technique to introduce students to the dance form.	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A (Arts and Letters emphasis). This is the first course in elementary jazz dance technique to introduce students to the dance form.

## Stand-Alone Statement

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


## Course Philosophy

Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression.	The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression.

## 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

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Changed****Field****Current Version****Proposed Version****Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge****Repeatability Statement**

(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

**Associated Programs**

**Changed Field****Current Version****Proposed Version****Course is part of a program****Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Arts and Letters Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Kinesiology for Transfer (In Development)**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Kinesiology for Transfer (In Development)**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)

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

**Associated Program** CSU GE

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

**Associated Program** CSU GE

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

**Associated Program** Associate in Arts in Kinesiology for Transfer

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

**Associated Program** Associate in Arts in Kinesiology for Transfer

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

**Associated Program** Kinesiology for Transfer

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

**Associated Program** Kinesiology for Transfer

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

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

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

**Course General Education Status (CB25)**


Y

Y

**Transfer Status**

Approved

Approved

Changed	Field	Current Version	Proposed Version																		
	<b>GE Information</b>	<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>• 2GEP - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td><b>System/Institution</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• CGEP - 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>• 2GEP - Approved.</li> </ul>	-	No value	<b>System/Institution</b>	CSU GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - 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>• 2GEP - 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>• 2GEP - Approved.</li> </ul>	-	No value
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<b>System/Institution</b>	De Anza GE																				
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>																				
-	No value																				

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

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	0	0
	<b>Lecture Hours - Out of Class</b>	0	0
	<b>Laboratory Hours - In Class</b>	3	3
	<b>Laboratory Hours - Out of Class</b>	0	0
	<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>	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>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Total - Course In-Class (Contact) Hours</b>	36	36
	<b>Total - Course Out-of-Class Hours</b>	0	0
	<b>Total Credit Units - Minimum Credit Units</b>	1	1
	<b>Total Credit Units - Maximum Credit Units</b>	1	1

### **Speciality Hours**

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

### **Credit / Non-Credit Options**

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

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

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

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

## Specifications

Changed

Field

Current Version

Proposed Version



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Visual aids  
Discussion of assigned reading  
Quiz and examination review performed in class  
Collaborative learning and small group exercises

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction**

Visual aids  
Demonstration of movement material by instructor  
Student repetition of movement material  
Discussion and problem solving of dance combinations performed in class  
Collaborative learning and small group exercises  
Discussion of assigned reading  
Quiz and examination review of material performed in class  
Observation of professional companies; both via video & off campus performances  
Collaborative projects  
Guest speakers

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

1. Assigned readings from reference material and handouts, covering the various jazz dance styles, their origins, characteristics and development
2. Writing assignment of two page paper analyzing live dance performance
3. Weekly practice of specific jazz dance combinations at a beginning level
4. Student Performance will emphasize collaboration and oral discussion of feedback.

1. Assigned readings from reference material and handouts, covering the various jazz dance styles, their origins, characteristics and development
2. Writing assignment of two-page paper, analyzing live dance or video performance
3. Weekly practice of specific jazz dance combinations at a basic/beginning level
4. Student Performance will emphasize collaboration and oral discussion of feedback.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Evaluation of written quiz covering terminology and theory from reading assignments regarding content and accuracy of Jazz dance origins, characteristics and development
2. Evaluation of written paper analyzing a live dance performance, for completeness, clarity and content
3. Evaluation of student's mid-term and final performances of specific jazz dance combinations, analyzing skill development and facility

**Methods of Evaluation**

Methods of Evaluation

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

1. Evaluation of written quiz covering terminology and theory from reading assignments regarding content and accuracy of Jazz dance origins, characteristics and development
2. Evaluation of written paper analyzing a live dance or video performance, based on student's ability to logically present and support statements, clearly communicate content, and interpret the art form
3. Evaluation of student's mid-term and final performances of specific jazz dance combinations, assessing skill development and interpretation of the

Changed Field

Current Version

Proposed Version

movement  
material



**Essential Student  
Materials/Essential  
College Facilities**

**Essential Student Materials:**

- Leotard, any style, and footless or stirrup tights; jazz shoes preferred
- Jazz pants and leg-warmers optional, but must be formfitting

**Essential College Facilities:**

- Dance studio with media playback and projection facilities

**Essential Student Materials:**

- Leotard, any style, and footless or stirrup tights; jazz shoes preferred
- Jazz pants and leg-warmers optional, but must be formfitting

**Essential College Facilities:**

- Dance studio with ballet barres, media/audio playback, projection facilities, wi-fi (hard wire OK), and mirrors

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

<b>Title</b>	No value
<b>Author</b>	*Fahey, Thomas; Insel, Paul' Roth, Walton. "Fit and Well". 11th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	*Kan, Esther, and Minda Goodman Kraines. "Jump Into Jazz". Boston, Ma: McGraw Hill Publishing Co, current ed.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"Fit and Well"
<b>Author</b>	*Fahey, Thomas; Insel, Paul' Roth, Walton. "Fit and Well". 11th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2017.
<b>Publisher</b>	McGraw Hill Publishing Co
<b>Date/Edition</b>	January 1, 2023
<b>ISBN</b>	1264393318

<b>Title</b>	"Jump Into Jazz"
<b>Author</b>	*Kan, Esther, and Minda Goodman Kraines.
<b>Publisher</b>	McGraw Hill Publishing Co. 5th ed.
<b>Date/Edition</b>	7/21/2004
<b>ISBN</b>	978-0072844047

<b>Title</b>	Rooted Jazz Dance: Africanist Aesthetics and Equity in the Twenty-First Century
<b>Author</b>	by Lindsay Guarino (Editor), Carlos R. A. Jones (Editor), Wendy Oliver (Editor)



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

<b>Publisher</b>	University Press of Florida
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<b>Date/Edition</b>	January 14, 2022
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<b>ISBN</b>	978-0813069111
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<b>Title</b>	The Essential Guide to Jazz Dance
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<b>Author</b>	by Dollie Henry (Author), Paul Jenkins (Author)
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<b>Publisher</b>	The Crowood Press
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<b>Date/Edition</b>	May 1, 2020
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<b>ISBN</b>	978-1785006357
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Changed Field

Current Version

Proposed Version



**Suggested  
Reading List**

No value

**Reading List** Dancer Nutrition © 2016

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

**Reading List** International Association for Dance Medicine & Science, May 2016. [www.iadms.org](http://www.iadms.org). Copyright © 2016 International Association for Dance Medicine & Science (IADMS)

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

**Reading List** Guarino, Lindsay. "Jazz Dance, A History of the Roots and Branches". University Press of Florida, 2014.

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

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Recognize jazz dance as an art form through the identification of the global historical development, major works and artists</li> <li>Define and employ basic jazz dance vocabulary and techniques that increase functional range of motion and core muscular strength</li> <li>Apply basic exercise physiology and nutrition to dance technique</li> </ul>	<ul style="list-style-type: none"> <li>Recognize jazz dance as an art form through the identification of the global historical development, major works and artists</li> <li>Define and employ basic jazz dance vocabulary and techniques that increase functional range of motion and core muscular strength</li> <li>Apply basic exercise physiology and nutrition to dance technique</li> </ul>



**CSLOs**

**CSLOs** Perform essential elementary exercise sequences of a jazz dance technique.

**Expected SLO Performance** 0.0

**CSLOs** Perform essential basic exercise sequences of a jazz dance technique.

**Expected SLO Performance** 0.0

**CSLOs** Perform jazz dance combinations at an introductory level.

**Expected SLO Performance** 0.0

**CSLOs** Perform jazz dance combinations at an introductory level.

**Expected SLO Performance** 0.0

**Course Outline**

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Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<p>1. Recognize jazz dance as an art form through the identification of the global historical development, major works and artists</p> <p>1. Historical overview: artists of the past and present:</p> <ol style="list-style-type: none"> <li>1. William Henry Lane "Master Juba"</li> <li>2. Jack Cole</li> <li>3. Frank Manning</li> <li>4. Katherine Dunham</li> <li>5. Jerome Robbins</li> <li>6. Bob Fosse</li> <li>7. Eleo Pomare</li> <li>8. Afro- Cuban and Brazilian influences</li> <li>9. At least one contemporary jazz dance creator and/or performer</li> </ol> <p>2. The relationship of jazz dance to jazz music</p> <p>2. Define and employ basic jazz dance vocabulary and techniques that increase functional range of motion and core muscular strength</p> <ol style="list-style-type: none"> <li>1. Develop and employ floor exercises and stretches <ol style="list-style-type: none"> <li>1. Alignment and weight placement</li> <li>2. The use of turnout and parallel positions</li> <li>3. Center and off-center movement</li> <li>4. Moving from the inside out</li> </ol> </li> <li>2. Jazz positions of the feet and arms as based on other techniques, with jazz stylization</li> </ol>	<p>1. Recognize jazz dance as an art form through the identification of the global historical development, major works and artists</p> <p>1. Historical overview: artists of the past and present:</p> <ol style="list-style-type: none"> <li>1. William Henry Lane "Master Juba"</li> <li>2. Jack Cole</li> <li>3. Frank Manning</li> <li>4. Katherine Dunham</li> <li>5. Jerome Robbins</li> <li>6. Bob Fosse</li> <li>7. Eleo Pomare</li> <li>8. Afro- Cuban and Brazilian influences</li> <li>9. At least one contemporary jazz dance creator and/or performer</li> </ol> <p>2. The relationship of jazz dance to jazz music</p> <p>2. Define and employ basic jazz dance vocabulary and techniques that increase functional range of motion and core muscular strength</p> <ol style="list-style-type: none"> <li>1. Develop and employ floor exercises and stretches <ol style="list-style-type: none"> <li>1. Alignment and weight placement</li> <li>2. The use of turnout and parallel positions</li> <li>3. Center and off-center movement</li> <li>4. Moving from the inside out</li> </ol> </li> <li>2. Jazz positions of the feet and arms as based on other techniques, with jazz stylization</li> </ol>

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

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- |  |  |
|--|--|
| 3. Principles of movement such as balance and shift of weight  | 3. Principles of movement such as balance and shift of weight  |
| 4. Spatial orientation   | 4. Spatial orientation   |
| 3. Apply basic exercise physiology and nutrition to dance technique  | 3. Apply basic exercise physiology and nutrition to dance technique  |
| 1. Theories of anaerobic vs. aerobic exercise  | 1. Theories of anaerobic vs. aerobic exercise  |
| 1. Developing cardiovascular endurance   | 1. Developing cardiovascular endurance   |
| 2. Anaerobic training  | 2. Anaerobic training  |
| 3. Improving efficiency and body mechanics   | 3. Improving efficiency and body mechanics   |
| 2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females | 2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females |
| 1. Balanced diet for wellness  | 1. Balanced diet for wellness  |
| 2. Eating before class   | 2. Eating before class   |
| 3. Post class food and fluids  | 3. Post class food and fluids  |
| 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females                          | 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females                          |
| 1. Techniques for overall flexibility  | 1. Techniques for overall flexibility  |
| 2. Theories about stretching during warm-up  | 2. Theories about stretching during warm-up  |
| 3. Theories about stretching post exercise   | 3. Theories about stretching post exercise   |
| 4. Techniques to avoid common injuries   | 4. Techniques to avoid common injuries   |
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Changed	Field	Current Version	Proposed Version
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	<b>Lab Component in this Course</b>	No	No
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	<b>Lab Outline</b>	No value	No value
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### Req/Adv

Changed	Questions	Current Version	Proposed Version
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	<b>Prerequisite(s):</b>	No Value	No Value
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	<b>Corequisite(s):</b>	No Value	No Value
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	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
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	<b>Advisory(ies) - Other:</b>	No Value	No Value
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	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
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	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
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	<b>Entrance Skills(s):</b>	No Value	No Value
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	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
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	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
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	<b>General Course Statement(s) - Other:</b>	No Value	No Value
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## Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DANC 037A	DANC 037A
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	DANC	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	No	No Value


Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</b>	N	No Value
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	F	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	231010	No Value
!	Account Code	1320	No Value
!	Program Code	100800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update
	Units and Hours	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Specifications</b>	No Value	Updated methods of instruction to reflect how course content is taught Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Updated textbooks and references to reflect current publications
	<b>Outline</b>	No Value	No Value
	<b>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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

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

No Value

No Value

### **B-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
!	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	Assignments: B. Writing assignment of two-page paper, analyzing live dance or video performance Methods of Evaluation: B. Evaluation of written paper analyzing a live dance or video performance, based on student's ability to logically present and support statements, clearly communicate content, and interpret the art form
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

No Value

No Value

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

No Value

No Value

### **C-Matrix Form**

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

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No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Create  
compositions  
about fiction  
and non-  
fiction texts  
from many  
cultural and  
social  
perspectives  
in a variety of  
genres.**

No Value

No Value

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

No Value

No Value

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**Objective 3:  
Produce  
written work  
using a  
cyclical  
process of  
multiples  
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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
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### **D-Matrix Form**

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 8:**  
Use  
inequalities to  
solve real  
world  
problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

## **F-Matrix Form**

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<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

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

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## G-Matrix Form

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Changed	Questions	Current Version	Proposed Version
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	<p><b>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<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
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	<p><b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b></p>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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	<b>Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.</b>	No Value	No Value
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**De Anza GE Form**

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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: B. Define and employ basic jazz dance vocabulary and techniques that increase functional range of motion and core muscular strength</p> <ol style="list-style-type: none"> <li>1. Develop and employ floor exercises and stretches <ol style="list-style-type: none"> <li>a. Alignment and weight placement</li> <li>b. The use of turnout and parallel positions</li> <li>c. Center and off-center movement</li> <li>d. Moving from the inside out</li> </ol> </li> <li>2. Jazz positions of the feet and arms as based on other techniques, with jazz stylization</li> <li>3. Principles of movement such as balance and shift of weight</li> <li>4. Spatial orientation</li> <li>3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females <ol style="list-style-type: none"> <li>a. Techniques for overall flexibility</li> <li>b. Theories about stretching during warm-up</li> <li>c. Theories about stretching post exercise</li> <li>4. Techniques to avoid common injuries</li> </ol> </li> </ol>

Changed	Questions	Current Version	Proposed Version
!	<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>Assignments: B. Writing assignment of two-page paper, analyzing live dance or video performance D. Student Performance will emphasize collaboration and oral discussion of feedback. Methods of Evaluation: B. Evaluation of written paper analyzing a live dance or video performance, based on student's ability to logically present and support statements, clearly communicate content, and interpret the art form C. Evaluation of student's mid-term and final performances of specific jazz dance combinations, assessing skill development and interpretation of the movement material</p>
!	<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	<p>Assignments: B. Writing assignment of two-page paper, analyzing live dance or video performance C. Weekly practice of specific jazz dance combinations at a basic/ beginning level D. Student Performance will emphasize collaboration and oral discussion of feedback. Methods of Evaluation: B. Evaluation of written paper analyzing a live dance or video performance, based on student's ability to logically present and support statements, clearly communicate content, and interpret the art form C. Evaluation of student's mid-term and final performances of specific jazz dance combinations, assessing skill development and interpretation of the movement material</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <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>	<p>No Value</p>	<p>Outline: A. Recognize jazz dance as an art form through the identification of the global historical development, major works and artists 1. Historical overview: artists of the past and present: a. William Henry Lane "Master Juba" b. Jack Cole c. Frank Manning d. Katherine Dunham e. Jerome Robbins f. Bob Fosse g. Eleo Pomare h. Afro- Cuban and Brazilian influences i. At least one contemporary jazz dance creator and/or performer 2. The relationship of jazz dance to jazz music</p>
	<p><b>!</b> <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>	<p>No Value</p>	<p>A. Recognize jazz dance as an art form through the identification of the global historical development, major works and artists 1. Historical overview: artists of the past and present: a. William Henry Lane "Master Juba" b. Jack Cole c. Frank Manning d. Katherine Dunham e. Jerome Robbins f. Bob Fosse g. Eleo Pomare h. Afro- Cuban and Brazilian influences i. At least one contemporary jazz dance creator and/or performer 2. The relationship of jazz dance to jazz music</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <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	<p>C. Apply basic exercise physiology and nutrition to dance technique 1. Theories of anaerobic vs. aerobic exercise a. Developing cardiovascular endurance b. Anaerobic training c. Improving efficiency and body mechanics 2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Balanced diet for wellness b. Eating before class c. Post class food and fluids 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females a. Techniques for overall flexibility b. Theories about stretching during warm-up c. Theories about stretching post exercise 4. Techniques to avoid common injuries</p>

### De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No Value

No Value



**Stage 3:  
Division  
Curriculum  
Representative**

No Value

Fill out B Matrix that align with the listed advisories.

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DANCD037A
	<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, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000190112

<b>Articulation</b>

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

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

De Anza College  
**Change Report**  
08/01/2024

### Summary of Changes



Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
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

<b>Section</b>	<b>Changed field</b>
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline



Section	Changed field
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
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?

## General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> <li>Catherina Wong</li> </ul>	<ul style="list-style-type: none"> <li>Vernon Gallegos</li> <li>Shaw, Janet</li> </ul>
	Course ID (CB01A and CB01B)	DANCD037B	DANCD037B
	Course Control Number	CCC000536413	CCC000536413
	Course Title (CB02)	Theory and Technique of Jazz Dance II	Theory and Technique of Jazz Dance II
	Short Course Title	THEORY/TECHNIQUE JAZZ DANCE II	THEORY/TECHNIQUE JAZZ DANCE II
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
!	Effective Term	Fall 2023	Fall 2023 <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Exploring elements of time, space, shape and motion as related to jazz dance on a Intermediate level. Body conditioning to increase functional range of motion and core muscular strength. Exposure to major international influences, artists, and works.	<del>Exploring elements-</del> <u>This dance class is a continuation of time, space, shape- the study and motion as related to- practice of the discipline and creative art of jazz dance technique, building_ on a-Intermediate level. Body- the skills learned in Danc 37A. Training will be focused on jazz dance theory, practice, and conditioning to- (to increase functional range of motion and core muscular strength- Exposure strength) at an elementary level, exploring elements of time, space and energy, along with exposure to the history of major international influences, jazz dance artists, and works- their works.</u>

Changed	Field	Current Version	Proposed Version
	<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>Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Dance</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 - DANCE</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>	<p>This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). This course offers intermediate jazz dance techniques that develop student skills.</p>	<p>This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). This course offers intermediate jazz dance techniques that develop student skills.</p>



### Stand-Alone Statement

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

Changed	Field	Current Version	Proposed Version
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	<b>Course Philosophy</b>	These course in the Dance/Theatre Department is dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression at an intermediate level.	These course in the Dance/Theatre Department is dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression at an intermediate level.
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### Foothill Equivalency

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

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

No value

No

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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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>	(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

### Associated Programs

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**Changed Field**

**Current Version**


**Proposed Version**

**Course is part of a program**

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

Changed	Field	Current Version	Proposed Version
		<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

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version																		
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU																		
	<b>Course General Education Status (CB25)</b>	Y	Y																		
	<b>Transfer Status</b>	Approved	Approved																		
	<b>GE Information</b>	<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>• 2GEP - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td><b>System/Institution</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• CGEP - 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>• 2GEP - Approved.</li> </ul>	-	No value	<b>System/Institution</b>	CSU GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - 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>• 2GEP - 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>• 2GEP - Approved.</li> </ul>	-	No value
<b>System/Institution</b>	De Anza GE																				
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - Approved.</li> </ul>																				
-	No value																				
<b>System/Institution</b>	CSU GE																				
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGEP - Approved.</li> </ul>																				
-	No value																				
<b>System/Institution</b>	De Anza GE																				
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GEP - 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>
	<b>Lecture Hours - In Class</b>	0	0
	<b>Lecture Hours - Out of Class</b>	0	0
	<b>Laboratory Hours - In Class</b>	3	3
	<b>Laboratory Hours - Out of Class</b>	0	0
	<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>	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>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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
	<b>Total Credit Units - Maximum Credit Units</b>	1	1

### **Speciality Hours**

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

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

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

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Visual aids  
Discussion of assigned reading  
Discussion and problem solving performed in class  
Quiz and examination review performed in class  
Collaborative learning and small group exercises

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Visual aids  
Demonstration of movement material by instructor  
Student repetition of movement material  
Discussion and problem solving of dance combinations performed in class  
Collaborative learning and small group exercises  
Discussion of assigned reading  
Quiz and examination review of material performed in class  
Observation of professional companies; both via video & off campus performances  
Collaborative projects  
Guest speakers

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

1. Assigned readings from reference material and handouts, covering the various jazz dance styles.
2. Writing assignment of two page paper analyzing live dance performance.
3. Weekly practice in preparation for specific skill demonstration of jazz dance combinations at a intermediate level.

1. Assigned readings from reference material and handouts, covering the various jazz dance styles, their origins, characteristics and development
2. Writing assignment of two-page paper, analyzing live dance or video performance
3. Weekly practice of specific jazz dance combinations at an elementary level
4. Student Performance will emphasize collaboration and oral discussion of feedback.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding jazz dance origins, characteristics and development.
2. Evaluation of written paper analyzing a live dance performance to determine completeness, coherency, and depth of analysis.
3. Evaluation of student's mid-term and final performances of specific jazz dance combinations, analyzing skill development and facility.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding jazz dance origins, characteristics and development.
2. Evaluation of written paper analyzing a live dance or video performance to determine completeness, coherency, and depth of analysis.
3. Evaluation of student's mid-term and final performances of specific jazz dance combinations, assessing skill development and physical interpretation of the movement material

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>• Leotard, any style, and footless or stirrup tights; jazz shoes preferred</li> <li>• Jazz pants and leg-warmers optional, but must be formfitting</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• Dance studio with media playback and projection facilities</li> </ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• Leotard, any style, and footless or stirrup tights; jazz shoes preferred</li> <li>• Jazz pants and leg-warmers optional, but must be formfitting</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• Dance studio with ballet barres, media/audio playback, projection facilities, wi-fi (hard wire OK), and mirrors</li> </ul>

**Changed Field**

**Current Version**

**Proposed Version**



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	*Fahey, Thomas; Insel, Paul' Roth, Walton. "Fit and Well". 11th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	*Kan, Esther, and Minda Goodman Kraines. "Jump Into Jazz". Boston, Ma: McGraw Hill Publishing Co, current ed.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"Fit and Well".
<b>Author</b>	*Fahey, Thomas; Insel, Paul' Roth, Walton. "Fit and Well". 11th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2017.
<b>Publisher</b>	McGraw Hill Publishing Co.
<b>Date/Edition</b>	January 1, 2023. 15th Brief Ed.
<b>ISBN</b>	978-1264393312

<b>Title</b>	"Jump Into Jazz"
<b>Author</b>	*Kan, Esther, and Minda Goodman Kraines.
<b>Publisher</b>	McGraw Hill Publishing Co.
<b>Date/Edition</b>	07/26/2004, 5th edition
<b>ISBN</b>	0072844043

<b>Title</b>	Rooted Jazz Dance: Africanist Aesthetics and Equity in the Twenty-First Century
<b>Author</b>	by Lindsay Guarino (Editor), Carlos R. A. Jones (Editor), Wendy Oliver (Editor)

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

<b>Publisher</b>	University Press of Florida
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<b>Date/Edition</b>	January 14, 2022
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<b>ISBN</b>	978-0813069111
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<b>Title</b>	The Essential Guide to Jazz Dance
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<b>Author</b>	by Dollie Henry (Author), Paul Jenkins (Author)
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<b>Publisher</b>	The Crowood Press
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<b>Date/Edition</b>	May 1, 2020
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<b>ISBN</b>	978-1785006357
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**Changed Field**

**Current Version**

**Proposed Version**



**Suggested Reading List**

No value

**Reading List** Cyr, Jason. "Dancer Nutrition". 2016.

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

**Reading List** www.iadms.org, (IADMS). "International Association for Dance Medicine & Science". May 2016.

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

**Reading List** "Fuelling The Dancer". Copyright Australian Dance Council- Ausdance Inc., 2016.

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

**Reading List** Guarino, Lindsay. "Jazz Dance, A History of the Roots and Branches". University Press of Florida, 2014.



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

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

**Reading List** Hatchett, Frank/Gitlin, Nancy Myers. "Frank Hatchett's Jazz Dance". Champaign, IL: Human Kinetics, 2000.

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

**Reading List** Giordano, Gus. "Anthology of American Jazz Dance". Evanston, IL: Orion Publishing House, 1975.

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

**Learning Outcomes and Objectives**

**Changed****Field****Current Version****Proposed Version****Course Objectives**

- Apply Intermediate jazz dance theory and techniques that increase functional range of motion and core muscular strength.
- Apply Intermediate exercise physiology and nutrition to dance technique.
- Recognize Intermediate jazz dance as an art form through the identification of the global historical perspectives of major works and artists

- Apply elementary jazz dance theory and techniques that increase functional range of motion and core muscular strength.
- Apply elementary exercise physiology and nutrition to dance technique.
- Recognize elementary jazz dance as an art form through the identification of the global historical perspectives of major works and artists

**CSLOs****CSLOs**

Perform the essential Intermediate exercise sequences of a jazz dance technique.

**Expected SLO Performance**

0.0

**CSLOs**

Perform the essential elementary exercise sequences of a jazz dance technique.

**Expected SLO Performance**

0.0

**CSLOs**

Perform the steps of Intermediate jazz dance sequences with confidence, demonstrating correct rhythms, body placement and coordination.

**Expected SLO Performance**

0.0

**CSLOs**

Perform the steps of elementary jazz dance sequences with confidence, demonstrating correct rhythms, body placement and coordination.

**Expected SLO Performance**

0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> <li>1. Apply Intermediate jazz dance theory and techniques that increase functional range of motion and core muscular strength.               <ol style="list-style-type: none"> <li>1. Creating a jazz line                   <ol style="list-style-type: none"> <li>1. Breaking the vertical ballet line</li> <li>2. Use of arms, weight, and placement</li> <li>3. Use of space</li> <li>4. Use of the floor</li> <li>5. Use of parallel, turned-out, and turned-in positions</li> </ol> </li> <li>2. Dance as a non-verbal language; communicating through movement                   <ol style="list-style-type: none"> <li>1. Abstracting movement from daily life; rhythm in gesture and motion</li> <li>2. Emotion, mood, relationship, theme</li> <li>3. Non-literal motivations such as design, shape, space, time, style</li> </ol> </li> <li>3. Distinctive jazz dance qualities: energy, strength, restrained explosiveness, aggressiveness, pizzazz, and sensuality</li> <li>4. Physical exploration of the musical qualities of jazz                   <ol style="list-style-type: none"> <li>1. Syncopation and unusual use of accent</li> <li>2. Poly-rhythms</li> <li>3. Legato line</li> </ol> </li> <li>5. Center floor: layouts, fall and recovery, contractions, isolations,</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Apply elementary jazz dance theory and techniques that increase functional range of motion and core muscular strength.               <ol style="list-style-type: none"> <li>1. Creating a jazz line                   <ol style="list-style-type: none"> <li>1. Breaking the vertical ballet line</li> <li>2. Use of arms, weight, and placement</li> <li>3. Use of space</li> <li>4. Use of the floor</li> <li>5. Use of parallel, turned-out, and turned-in positions</li> </ol> </li> <li>2. Dance as a non-verbal language; communicating through movement                   <ol style="list-style-type: none"> <li>1. Abstracting movement from daily life; rhythm in gesture and motion</li> <li>2. Emotion, mood, relationship, theme</li> <li>3. Non-literal motivations such as design, shape, space, time, style</li> </ol> </li> <li>3. Distinctive jazz dance qualities: energy, strength, restrained explosiveness, aggressiveness, pizzazz, and sensuality</li> <li>4. Physical exploration of the musical qualities of jazz                   <ol style="list-style-type: none"> <li>1. Syncopation and unusual use of accent</li> <li>2. Poly-rhythms</li> <li>3. Legato line</li> </ol> </li> <li>5. Center floor: layouts, fall and recovery, contractions, isolations,</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		<p>port de bras, outside and inside pirouette, adagio work</p> <p>6. Floor work: alignment, centering, lengthening, stretching and strengthening techniques</p> <p>7. Across-the-floor: stylized walks, port de bras, isolations, battements, turns, jumps, and patterns of increasing complexity and length</p> <p>2. Apply Intermediate exercise physiology and nutrition to dance technique.</p> <p>1. Theories of anaerobic vs. aerobic exercise</p> <p>1. Developing cardiovascular endurance</p> <p>2. Anaerobic training</p> <p>3. Improving efficiency and body mechanics</p> <p>2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females.</p> <p>1. Balanced diet for wellness</p> <p>2. Eating before class</p> <p>3. Post class food and fluids</p> <p>3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.</p> <p>1. Techniques for overall flexibility</p> <p>2. Theories about stretching during warm-up</p>	<p>port de bras, outside and inside pirouette, adagio work</p> <p>6. Floor work: alignment, centering, lengthening, stretching and strengthening techniques</p> <p>7. Across-the-floor: stylized walks, port de bras, isolations, battements, turns, jumps, and patterns of increasing complexity and length</p> <p>2. Apply elementary exercise physiology and nutrition to dance technique.</p> <p>1. Theories of anaerobic vs. aerobic exercise</p> <p>1. Developing cardiovascular endurance</p> <p>2. Anaerobic training</p> <p>3. Improving efficiency and body mechanics</p> <p>2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females.</p> <p>1. Balanced diet for wellness</p> <p>2. Eating before class</p> <p>3. Post class food and fluids</p> <p>3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.</p> <p>1. Techniques for overall flexibility</p> <p>2. Theories about stretching during warm-up</p>

Changed	Field	Current Version	Proposed Version
		3. Theories about stretching post exercise 4. Techniques to avoid common injuries 3. Recognize Intermediate jazz dance as an art form through the identification of the global historical perspectives of major works and artists 1. Historical overview:artists of the past and present to include some of these artists: 2. William Henry Lane "Master Juba" 3. Jack Cole 4. Frank Manning 5. Katherine Dunham 6. Jerome Robbins 7. Bob Fosse 8. Eleo Pomare 9. Afro-Cuban and Brazilian influences 10. At least one contemporary jazz dance creator or performer	3. Theories about stretching post exercise 4. Techniques to avoid common injuries 3. Recognize elementary jazz dance as an art form through the identification of the global historical perspectives of major works and artists 1. Historical overview: artists of the past and present to include some of these artists: 2. William Henry Lane "Master Juba" 3. Jack Cole 4. Frank Manning 5. Katherine Dunham 6. Jerome Robbins 7. Bob Fosse 8. Eleo Pomare 9. Afro-Cuban and Brazilian influences 10. At least one contemporary jazz dance creator or performer
	<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>	DANC D037A	DANC D037A
	<b>Corequisite(s):</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value






## Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value




Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	DANC 037B	DANC 037B
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	DANC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value

Changed	Questions	Current Version	Proposed Version
	<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)	F	No Value
	<b>!</b> Noncredit Enhanced Funding Indicator	N	No Value
	<b>!</b> In Service Indicator	N	No Value
	<b>!</b> Sports/Physical Education Course Indicator	N	No Value
	<b>!</b> COA Code	C	No Value
	<b>!</b> Fund Code	114000	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Organization Code</b>	231010	No Value
	<b>Account Code</b>	1320	No Value
	<b>Program Code</b>	100800	No Value
	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	<ul style="list-style-type: none"> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
	<b>Print/No Print to Catalog</b>	Yes	No Value
	<b>Checklist</b>	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	Description update
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	<p>Updated methods of instruction to reflect how course content is taught</p> <p>Updated assignments to align with SLO's and/or course objectives</p> <p>Aligned methods of evaluation with SLO's and/or course objectives</p> <p>Updated textbooks and references to reflect current publications</p>
	<b>Outline</b>	No Value	<p>Updated course objective(s)</p> <p>Updated content within course objective(s)</p>
	<b>Other</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

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

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

No Value

No Value

### **A-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**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	<p>Assignments: A. Assigned readings from reference material and handouts, covering the various jazz dance styles, their origins, characteristics and development B. Writing assignment of two-page paper, analyzing live dance or video performance  Methods of Evaluation: A. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding jazz dance origins, characteristics and development. B. Evaluation of written paper analyzing a live dance or video performance to determine completeness, coherency, and depth of analysis.</p>

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

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**Objective 3:  
Produce  
written work  
using a  
cyclical  
process of  
multiples  
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

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**D-Matrix Form**

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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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<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

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

**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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	<p><b>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<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
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	<p><b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b></p>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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	<b>Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.</b>	No Value	No Value
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**De Anza GE Form**

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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: A. Apply elementary jazz dance theory and techniques that increase functional range of motion and core muscular strength. 1. Creating a jazz line a. Breaking the vertical ballet line b. Use of arms, weight, and placement c. Use of space d. Use of the floor e. Use of parallel, turned-out, and turned-in positions 2. Dance as a non-verbal language; communicating through movement a. Abstracting movement from daily life; rhythm in gesture and motion b. Emotion, mood, relationship, theme c. Non-literal motivations such as design, shape, space, time, style 3. Distinctive jazz dance qualities: energy, strength, restrained explosiveness, aggressiveness, pizzazz, and sensuality 4. Physical exploration of the musical qualities of jazz a. Syncopation and unusual use of accent b. Poly-rhythms c. Legato line 5. Center floor: layouts, fall and recovery, contractions, isolations, port de bras, outside and inside pirouette, adagio work 6. Floor work: alignment, centering, lengthening, stretching and strengthening techniques 7. Across-the-floor: stylized walks, port de bras, isolations, battements, turns, jumps, and patterns of increasing complexity and length</p>

Changed	Questions	Current Version	Proposed Version
!	<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>Assignments: B. Writing assignment of two-page paper, analyzing live dance or video performance D. Student Performance will emphasize collaboration and oral discussion of feedback. Methods of Evaluation: B. Evaluation of written paper analyzing a live dance or video performance to determine completeness, coherency, and depth of analysis. C. Evaluation of student's mid-term and final performances of specific jazz dance combinations, assessing skill development and physical interpretation of the movement material</p>
!	<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	<p>Assignments: B. Writing assignment of two-page paper, analyzing live dance or video performance D. Student Performance will emphasize collaboration and oral discussion of feedback. Methods of Evaluation: B. Evaluation of written paper analyzing a live dance or video performance to determine completeness, coherency, and depth of analysis. C. Evaluation of student's mid-term and final performances of specific jazz dance combinations, assessing skill development and physical interpretation of the movement material</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <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>	<p>No Value</p>	<p>Outline: C. Recognize elementary jazz dance as an art form through the identification of the global historical perspectives of major works and artists 1. Historical overview: artists of the past and present to include some of these artists: 2. William Henry Lane "Master Juba" 3. Jack Cole 4. Frank Manning 5. Katherine Dunham 6. Jerome Robbins 7. Bob Fosse 8. Eleo Pomare 9. Afro-Cuban and Brazilian influences 10. At least one contemporary jazz dance creator or performer</p>
	<p><b>!</b> <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>	<p>No Value</p>	<p>Outline: C. Recognize elementary jazz dance as an art form through the identification of the global historical perspectives of major works and artists 1. Historical overview: artists of the past and present to include some of these artists: 2. William Henry Lane "Master Juba" 3. Jack Cole 4. Frank Manning 5. Katherine Dunham 6. Jerome Robbins 7. Bob Fosse 8. Eleo Pomare 9. Afro-Cuban and Brazilian influences 10. At least one contemporary jazz dance creator or performer</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <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	<p>Outline: B. Apply elementary exercise physiology and nutrition to dance technique. 1. Theories of anaerobic vs. aerobic exercise a. Developing cardiovascular endurance b. Anaerobic training c. Improving efficiency and body mechanics 2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females. a. Balanced diet for wellness b. Eating before class c. Post class food and fluids 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. a. Techniques for overall flexibility b. Theories about stretching during warm-up c. Theories about stretching post exercise 4. Techniques to avoid common injuries</p>

**De Anza GE - ESGC Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DANCD037B
	<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, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000536413

<b>Articulation</b>

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

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

De Anza College  
**Change Report**  
08/01/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
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

<b>Section</b>	<b>Changed field</b>
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	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
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline

**Section****Changed field****B-Matrix Form**

Objective 2: Develop analytical ideas and topics for essays.

**De Anza GE Form**

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

**De Anza GE Form**

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

**De Anza GE Form**

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

**De Anza GE Form**

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

**De Anza GE Form**

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

**De Anza GE Form**

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

**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?

**General Information**

Changed	Field	Current Version	Proposed Version
!	<b>Faculty Initiator</b>	• Catherina Wong	• Vernon Gallegos • Shaw, Janet
	<b>Course ID (CB01A and CB01B)</b>	DANCD037C	DANCD037C
	<b>Course Control Number</b>	CCC000545321	CCC000545321
	<b>Course Title (CB02)</b>	Theory and Technique of Jazz Dance III	Theory and Technique of Jazz Dance III
	<b>Short Course Title</b>	THEORY/TECH JAZZ DANCE III	THEORY/TECH JAZZ DANCE III
	<b>TOP Code (CB03)</b>	1008.00	1008.00 Dance
	<b>CIP Code</b>	Dance, General	50.0301 Dance, General
	<b>Department</b>	DANC - Dance	DANC - Dance
!	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
!	<b>Course Description</b>	Exploring elements of time, space, shape and motion as related to Advanced jazz dance. Body conditioning, exposure to major international influences, artists, and works. The practice and development of a working of jazz dance technical, vocabulary at an advanced level.	<del>Exploring</del> <u>This dance class is a continuation of the study and practice of the discipline and creative art of jazz dance technique, building on the skills learned in Danc 37B. Training will be focused on jazz dance theory, practice, vocabulary and conditioning (to increase functional range of motion and core muscular strength) at an intermediate level, exploring elements of time, space, shape and motion as related to Advanced jazz dance. Body conditioning, motion, along with exposure to the history of major international influences, jazz dance artists, and works. The practice and development of a working of jazz dance technical, vocabulary at an advanced level. their works.</u>
!	<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>Hybrid</li> </ul>

### Faculty Requirements

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

### Formerly Statement

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Formerly Statement</b>	(Formerly DANC D057C.)	(Formerly DANC D057C.)

<b>Course Justification</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Justification</b>	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). This course offers additional jazz dance techniques that develop student skills at an advanced level.	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). This course offers additional jazz dance techniques that develop student skills at an advanced level.

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


<b>Course Philosophy</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Philosophy</b>	The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression.	The courses in the Dance/Theatre Department are dedicated to making the connections between the physical, psychological, and mental health of our students, and their individual self expression.

<b>Foothill Equivalency</b>			




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

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



Is this a mirrored credit/noncredit course?

No value

No

### Cross-listed Course

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



Is this a cross-listed course?

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**

**Changed**

**Field**

**Current Version**

**Proposed Version**

**Repeatability  
Statement**

(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

**Associated Programs**

**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

**Associated Program** Kinesiology for Transfer (In Development)

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

**Associated Program** Kinesiology for Transfer (In Development)

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

**Associated Program** CSU GE

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

**Associated Program** CSU GE

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

**Associated Program** CSU GE

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

**Associated Program** CSU GE

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

**Associated Program** CSU GE

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

**Associated Program** CSU GE

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

**Associated Program** Associate in Arts in Kinesiology for Transfer

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

**Associated Program** Associate in Arts in Kinesiology for Transfer


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

**Associated Program** Kinesiology for Transfer

**Associated Program** Kinesiology for Transfer

Changed	Field	Current Version	Proposed Version
		<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

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version																		
	<b>Transfer Status (CB05)</b>	Transferable to both UC and CSU	Transferable to both UC and CSU																		
	<b>Course General Education Status (CB25)</b>	Y	Y																		
	<b>Transfer Status</b>	Approved	Approved																		
	<b>GE Information</b>	<table border="1"> <tr> <td><b>System/Institution</b></td> <td>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td><b>System/Institution</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td>• CGEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	De Anza GE	<b>Area(s)</b>	• 2GEP - Approved.	-	No value	<b>System/Institution</b>	CSU GE	<b>Area(s)</b>	• CGEP - Approved.	-	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>• 2GEP - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	De Anza GE	<b>Area(s)</b>	• 2GEP - Approved.	-	No value
<b>System/Institution</b>	De Anza GE																				
<b>Area(s)</b>	• 2GEP - Approved.																				
-	No value																				
<b>System/Institution</b>	CSU GE																				
<b>Area(s)</b>	• CGEP - Approved.																				
-	No value																				
<b>System/Institution</b>	De Anza GE																				
<b>Area(s)</b>	• 2GEP - Approved.																				
-	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>	3	3
	<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>	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>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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
	<b>Total Credit Units - Maximum Credit Units</b>	1	1

### **Speciality Hours**

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
--	--------------------------------	----	----

	<b>Total Lecture Hours per Term</b>	-	0
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Total Laboratory Hours per Term</b>	36	36
--	--	----	----

	<b>Total Contact Hours per Term</b>	-	0
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	<b>Total Credit Units</b>	1	1
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	<b>Minimum Credit Units</b>	1	1
--	---------------------------------	---	---

	<b>Maximum Credit Units</b>	1	1
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## **SKIP**

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

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of assigned reading  
Discussion and problem solving performed in class  
Quiz and examination review performed in class  
Collaborative learning and small group exercises

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Visual aids  
Demonstration of movement material by instructor  
Student repetition of movement material  
Discussion and problem solving of dance combinations performed in class  
Collaborative learning and small group exercises  
Discussion of assigned reading  
Quiz and examination review of material performed in class  
Observation of professional companies; both via video & off campus performances  
Collaborative projects  
Guest speakers

**Changed Field**

**Current Version**

**Proposed Version**



**Assignments**

1. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding contemporary dance origins, characteristics and development.
2. Writing assignment of three page paper analyzing live a dance performance.
3. Weekly practice of specific jazz dance combinations at an advanced level.

1. Assigned readings from reference material and handouts, covering the various jazz dance styles, their origins, characteristics and development
2. Writing assignment of **three-page** paper, analyzing live dance or video performance
3. Weekly practice of specific jazz dance combinations at an **intermediate** level
4. Student Performance, emphasizing collaboration and oral discussion of feedback.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**


1. Evaluation of written quiz covering terminology and theory from reading assignments regarding jazz dance origins, characteristics and development.
2. Evaluation of written paper analyzing a live dance performance to determine completeness, coherency, and depth of analysis.
3. Evaluation of student's mid-term and final performances of specific jazz dance combinations, analyzing skill development and facility.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding jazz dance origins, characteristics and development.
2. Evaluation of written paper analyzing a live dance or video performance to determine completeness, coherency, and depth of analysis.
3. Evaluation of student's mid-term and final performances of specific jazz dance combinations, assessing skill development and physical interpretation of the movement material

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>• Leotard, any style, and footless or stirrup tights; jazz shoes preferred</li> <li>• Jazz pants and leg-warmers optional, but must be formfitting</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• Dance studio with media playback and projection facilities</li> </ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"> <li>• Leotard, any style, and footless or stirrup tights; jazz shoes preferred</li> <li>• Jazz pants and leg-warmers optional, but must be formfitting</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>• Dance studio with ballet barres, media/audio playback, projection facilities, wi-fi (hard wire OK), and mirrors</li> </ul>

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

<b>Title</b>	No value
<b>Author</b>	*Fahey, Thomas; Insel, Paul; Roth, Walton. "Fit and Well". 11th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	*Kan, Esther, and Minda Goodman Kraines. "Jump Into Jazz". Boston, Ma: McGraw Hill Publishing Co, current ed.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"Fit and Well"
<b>Author</b>	*Fahey, Thomas; Insel, Paul; Roth, Walton.
<b>Publisher</b>	McGraw Hill Publishing Co.
<b>Date/Edition</b>	2025, 16th Ed.
<b>ISBN</b>	1266356606

<b>Title</b>	"Jump Into Jazz"
<b>Author</b>	*Kan, Esther, and Minda Goodman Kraines.
<b>Publisher</b>	McGraw Hill Publishing Co.
<b>Date/Edition</b>	07/26/2024, 5th Ed.
<b>ISBN</b>	0072844043

<b>Title</b>	The Essential Guide to Jazz Dance Paperback
<b>Author</b>	by Dollie Henry (Author), Paul Jenkins (Author)
<b>Publisher</b>	The Crowood Press
<b>Date/Edition</b>	May 1, 2020
<b>ISBN</b>	ISBN-13 978-1785006357

**Changed Field**

**Current Version**

**Proposed Version**

**Title** Rooted Jazz  
Dance: Africanist  
Aesthetics and  
Equity in the  
Twenty-First  
Century Hardcover

**Author** by Lindsay  
Guarino (Editor),  
Carlos R. A. Jones  
(Editor), Wendy  
Oliver (Editor)

**Publisher** University Press of  
Florida

**Date/Edition** January 14, 2022

**ISBN** ISBN-13 978-  
0813069111

**Changed Field**

**Current Version**

**Proposed Version**



**Suggested Reading List**

No value

**Reading List** "Dancer Nutrition". 2016.

**May include, but are not limited to**

**Reading List** www.iadms.org, (IADMS). "International Association for Dance Medicine & Science". May 2016.

**May include, but are not limited to**

**Reading List** "Fuelling The Dancer". Copyright Australian Dance Council- Ausdance Inc., 2016.

**May include, but are not limited to**

**Reading List** Guarino, Lindsay. "Jazz Dance, A History of the Roots and Branches". University Press of Florida, 2014.



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

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

**Reading List** Hatchett, Frank/Gitlin, Nancy Myers. "Frank Hatchett's Jazz Dance". Champaign, IL: Human Kinetics, 2000.

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

**Reading List** Stearns, Marshall Winslow and Stearns, Jean. "Jazz Dance: the story of American Vernacular Dance". New York, NY: Da Capo, 1994.

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

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
!	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Define and employ advanced jazz dance theories and techniques that further increase the functional range of motion and core muscular strength of the dancer.</li> <li>Assess and recognize jazz dance as an art form through exposure to major international influences, artists and works.</li> <li>Apply advanced exercise physiology and nutrition to dance technique.</li> <li>Recognize jazz dance as an art form through the identification of the global historical perspectives of major works and artists</li> </ul>	<ul style="list-style-type: none"> <li>Define and employ intermediate jazz dance theories and techniques that further increase the functional range of motion and core muscular strength of the dancer.</li> <li>Assess and recognize jazz dance as an art form through exposure to major international influences, artists and works.</li> <li>Apply intermediate exercise physiology and nutrition to dance technique.</li> <li>Recognize jazz dance as an art form through the identification of the global historical perspectives of major works and artists</li> </ul>

! **CSLOs**

<b>CSLOs</b>	Perform essential advanced exercise sequences of a jazz dance technique.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Perform jazz dance combinations at an advanced level.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Perform essential intermediate exercise sequences of a jazz dance technique.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Perform jazz dance combinations at an intermediate level with confidence, demonstrating correct rhythms, body placement and coordination.
<b>Expected SLO Performance</b>	0.0

## Course Outline

Changed	Field	Current Version	Proposed Version
!	<b>Course Content</b>	<p>1. Define and employ advanced jazz dance theories and techniques that further increase the functional range of motion and core muscular strength of the dancer.</p> <ol style="list-style-type: none"> <li>1. Creating a jazz line               <ol style="list-style-type: none"> <li>1. Breaking the vertical ballet line</li> <li>2. Use of arms, weight, and placement</li> <li>3. Use of space</li> <li>4. Use of the floor</li> <li>5. Use of parallel, turned-out, and turned-in positions</li> </ol> </li> <li>2. Dance as a non-verbal language; communicating through movement               <ol style="list-style-type: none"> <li>1. Abstracting movement from daily life; rhythm in gesture and motion</li> <li>2. Emotion, mood, relationship, theme</li> <li>3. Non-literal motivations such as design, shape, space, time, style</li> </ol> </li> <li>3. Distinctive jazz dance qualities: energy, strength, restrained explosiveness, aggressiveness, pizzazz, and sensuality</li> <li>4. Physical exploration of the musical qualities of jazz               <ol style="list-style-type: none"> <li>1. Syncopation and unusual use of accent</li> <li>2. Poly-rhythms</li> <li>3. Legato line</li> </ol> </li> <li>5. Center floor: layouts, fall and recovery, contractions, isolations, port de bras, outside and inside pirouette, adagio work</li> <li>6. Floor work: alignment, centering, lengthening,</li> </ol>	<p>1. Define and employ Intermediate jazz dance theories and techniques that further increase the functional range of motion and core muscular strength of the dancer.</p> <ol style="list-style-type: none"> <li>1. Creating a jazz line               <ol style="list-style-type: none"> <li>1. Breaking the vertical ballet line</li> <li>2. Use of arms, weight, and placement</li> <li>3. Use of space</li> <li>4. Use of the floor</li> <li>5. Use of parallel, turned-out, and turned-in positions</li> </ol> </li> <li>2. Dance as a non-verbal language; communicating through movement               <ol style="list-style-type: none"> <li>1. Abstracting movement from daily life; rhythm in gesture and motion</li> <li>2. Emotion, mood, relationship, theme</li> <li>3. Non-literal motivations such as design, shape, space, time, style</li> </ol> </li> <li>3. Distinctive jazz dance qualities: energy, strength, restrained explosiveness, aggressiveness, pizzazz, and sensuality</li> <li>4. Physical exploration of the musical qualities of jazz               <ol style="list-style-type: none"> <li>1. Syncopation and unusual use of accent</li> <li>2. Poly-rhythms</li> <li>3. Legato line</li> </ol> </li> <li>5. Center floor: layouts, fall and recovery, contractions, isolations, port de bras, outside and inside pirouette, adagio work</li> </ol>

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

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- |   |  |  |
|---|--|--|
| 7. Across-the-floor: stylized walks, port de bras, isolations, battements, turns, jumps, and patterns of increasing complexity and length | 8. Combinations in various jazz styles: (may be selected from the following according to individual instructor's choice: contemporary, African, Latin, Lyrical, Blues/spiritual/gospel, Early jazz, Dixieland, swing, ragtime) | 9. Jazz dance improvisation based on a variety of stimuli such as music, props, set pieces, poetry, gesture, style, etc.   |
| 2. Assess and recognize jazz dance as an art form through exposure to major international influences, artists and works.                  | 1. Readings, viewings and discussions of selected jazz videos.<br>1. Contemporary<br>2. African<br>3. Latin<br>4. Lyrical<br>5. Blues/spiritual/gospel<br>6. Early jazz: Dixieland, Swing, Ragtime                             | 9. Jazz dance improvisation based on a variety of stimuli such as music, props, set pieces, poetry, gesture, style, etc.   |
| 3. Apply advanced exercise physiology and nutrition to dance technique.   | 2. Viewing and discussion of a minimum of one live jazz dance performance  | 2. Assess and recognize jazz dance as an art form through exposure to major international influences, artists and works.   |
| 1. Theories of anaerobic vs. aerobic exercise   | 3. Apply advanced exercise physiology and nutrition to dance technique.  | 1. Readings, viewings and discussions of selected jazz videos.<br>1. Contemporary<br>2. African<br>3. Latin<br>4. Lyrical<br>5. Blues/spiritual/gospel<br>6. Early jazz: Dixieland, Swing, Ragtime |
| 1. Developing cardiovascular endurance  | 2. Viewing and discussion of a minimum of one live or video jazz dance performance   | 2. Viewing and discussion of a minimum of one live or video jazz dance performance   |
|   | 3. Apply intermediate exercise physiology and nutrition to dance technique.  | 3. Apply intermediate exercise physiology and nutrition to dance technique.  |
|   | 1. Theories of anaerobic vs. aerobic exercise  | 1. Theories of anaerobic vs. aerobic exercise  |

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

- | Changed Field | Current Version  | Proposed Version   |
|---------------|--|--|
|               | <ol style="list-style-type: none"><li>2. Anaerobic training</li><li>3. Improving efficiency and body mechanics</li></ol> <ol style="list-style-type: none"><li>2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females.<ol style="list-style-type: none"><li>1. Balanced diet for wellness</li><li>2. Eating before class</li><li>3. Post class food and fluids</li></ol></li><li>3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.<ol style="list-style-type: none"><li>1. Techniques for overall flexibility</li><li>2. Theories about stretching during warm-up</li><li>3. Theories about stretching post exercise</li></ol></li><li>4. Techniques to avoid common injuries</li></ol> <ol style="list-style-type: none"><li>4. Recognize jazz dance as an art form through the identification of the global historical perspectives of major works and artists<ol style="list-style-type: none"><li>1. Historical overview of artists of the past and present to include the following:</li><li>2. William Henry Lane "Master Juba"</li><li>3. Jack Cole</li><li>4. Frank Manning</li><li>5. Bob Fosse</li><li>6. Katherine Dunham</li><li>7. Jerome Robbins</li><li>8. Eleo Pomare</li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Developing cardiovascular endurance</li><li>2. Anaerobic training</li><li>3. Improving efficiency and body mechanics</li></ol> <ol style="list-style-type: none"><li>2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females.<ol style="list-style-type: none"><li>1. Balanced diet for wellness</li><li>2. Eating before class</li><li>3. Post class food and fluids</li></ol></li><li>3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females.<ol style="list-style-type: none"><li>1. Techniques for overall flexibility</li><li>2. Theories about stretching during warm-up</li><li>3. Theories about stretching post exercise</li></ol></li><li>4. Techniques to avoid common injuries</li></ol> <ol style="list-style-type: none"><li>4. Recognize jazz dance as an art form through the identification of the global historical perspectives of major works and artists<ol style="list-style-type: none"><li>1. Historical overview of artists of the past and present to include the following:</li><li>2. William Henry Lane "Master Juba"</li><li>3. Jack Cole</li><li>4. Frank Manning</li><li>5. Bob Fosse</li><li>6. Katherine Dunham</li></ol></li></ol> |

Changed	Field	Current Version	Proposed Version
		9. Afro-Cuban and Brazilian influences 10. At least one contemporary jazz dance creator or performer	7. Jerome Robbins 8. Eleo Pomare 9. Afro-Cuban and Brazilian influences 10. At least one contemporary jazz dance creator or performer
	<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>	DANC D037B	DANC D037B
	<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 EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH 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>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office




Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2CA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DANC 037C	DANC 037C
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	DANC	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value



Changed	Questions	Current Version	Proposed Version
	<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>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	F	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	231010	No Value
!	Account Code	1320	No Value
!	Program Code	100800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Checklist</b>	No Value	No Value

<b>Summary of Revisions</b>			
Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	Description update
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	Updated methods of instruction to reflect how course content is taught Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Updated textbooks and references to reflect current publications
	<b>Outline</b>	No Value	Updated course objective(s) Updated content within course objective(s)
	<b>Other</b>	No Value	No Value

<b>Blue Form</b>			

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

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

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

No Value

No Value

### **A-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose  
essays drawn  
from personal  
experience  
and assigned  
texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

## **B-Matrix Form**

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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	<p>Assignments: B. Writing assignment of three-page paper, analyzing live dance or video performance Methods of Evaluation: B. Evaluation of written paper analyzing a live dance or video performance to determine completeness, coherency, and depth of analysis.</p>
	<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

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>	No Value	No Value

### C-Matrix Form

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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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 3:  
Produce  
written work  
using a  
cyclical  
process of  
multiples  
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**

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<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



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

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**G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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	<p><b>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</b></p>	No Value	No Value
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### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	<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
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	<p><b>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</b></p>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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	<b>Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.</b>	No Value	No Value
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**De Anza GE Form**

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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: A. Define and employ Intermediate jazz dance theories and techniques that further increase the functional range of motion and core muscular strength of the dancer. 1. Creating a jazz line a. Breaking the vertical ballet line b. Use of arms, weight, and placement c. Use of space d. Use of the floor e. Use of parallel, turned-out, and turned-in positions 2. Dance as a non-verbal language; communicating through movement a. Abstracting movement from daily life; rhythm in gesture and motion b. Emotion, mood, relationship, theme c. Non-literal motivations such as design, shape, space, time, style 3. Distinctive jazz dance qualities: energy, strength, restrained explosiveness, aggressiveness, pizzazz, and sensuality 4. Physical exploration of the musical qualities of jazz a. Syncopation and unusual use of accent b. Poly-rhythms c. Legato line 5. Center floor: layouts, fall and recovery, contractions, isolations, port de bras, outside and inside pirouette, adagio work 6. Floor work: alignment, centering, lengthening, stretching and strengthening techniques 7. Across-the-floor: stylized walks, port de bras, isolations, battements, turns, jumps, and patterns of increasing complexity and length 8. Combinations in various jazz styles: (may be selected from the following according to individual instructor's choice: contemporary, African, Latin, Lyrical, Blues/spiritual/gospel, Early jazz, Dixieland, swing, ragtime) 9. Jazz dance improvisation based on a variety of stimuli such as music, props, set pieces, poetry, gesture, style, etc.</p>

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	<p>Assignments: A. Assigned readings from reference material and handouts, covering the various jazz dance styles, their origins, characteristics and development B. Writing assignment of three-page paper, analyzing live dance or video performance D. Student Performance, emphasizing collaboration and oral discussion of feedback. Methods of Evaluation: A. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding jazz dance origins, characteristics and development. B. Evaluation of written paper analyzing a live dance or video performance to determine completeness, coherency, and depth of analysis. C. Evaluation of student's mid-term and final performances of specific jazz dance combinations, assessing skill development and physical interpretation of the movement material</p>

Changed	Questions	Current Version	Proposed Version
	<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	Assignments: A. Assigned readings from reference material and handouts, covering the various jazz dance styles, their origins, characteristics and development B. Writing assignment of three-page paper, analyzing live dance or video performance D. Student Performance, emphasizing collaboration and oral discussion of feedback. Methods of Evaluation: A. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding jazz dance origins, characteristics and development. B. Evaluation of written paper analyzing a live dance or video performance to determine completeness, coherency, and depth of analysis. C. Evaluation of student's mid-term and final performances of specific jazz dance combinations, assessing skill development and physical interpretation of the movement material

Changed	Questions	Current Version	Proposed Version
	<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>	<p>No Value</p>	<p>Outline: B. Assess and recognize jazz dance as an art form through exposure to major international influences, artists and works. 1. Readings, viewings and discussions of selected jazz videos. a. Contemporary b. African c. Latin d. Lyrical e. Blues/spiritual/gospel f. Early jazz: Dixieland, Swing, Ragtime 2. Viewing and discussion of a minimum of one live or video jazz dance performance D. Recognize jazz dance as an art form through the identification of the global historical perspectives of major works and artists 1. Historical overview of artists of the past and present to include the following: 2. William Henry Lane "Master Juba" 3. Jack Cole 4. Frank Manning 5. Bob Fosse 6. Katherine Dunham 7. Jerome Robbins 8. Eleo Pomare 9. Afro-Cuban and Brazilian influences 10. At least one contemporary jazz dance creator or performer</p>



Changed	Questions	Current Version	Proposed Version
!	<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	<p>Outline: B. Assess and recognize jazz dance as an art form through exposure to major international influences, artists and works. 1. Readings, viewings and discussions of selected jazz videos. a. Contemporary b. African c. Latin d. Lyrical e. Blues/spiritual/gospel f. Early jazz: Dixieland, Swing, Ragtime 2. Viewing and discussion of a minimum of one live or video jazz dance performance D. Recognize jazz dance as an art form through the identification of the global historical perspectives of major works and artists 1. Historical overview of artists of the past and present to include the following: 2. William Henry Lane "Master Juba" 3. Jack Cole 4. Frank Manning 5. Bob Fosse 6. Katherine Dunham 7. Jerome Robbins 8. Eleo Pomare 9. Afro-Cuban and Brazilian influences 10. At least one contemporary jazz dance creator or performer</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <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	<p>Outline: C. Apply intermediate exercise physiology and nutrition to dance technique. 1. Theories of anaerobic vs. aerobic exercise a. Developing cardiovascular endurance b. Anaerobic training c. Improving efficiency and body mechanics 2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females. a. Balanced diet for wellness b. Eating before class c. Post class food and fluids 3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females. a. Techniques for overall flexibility b. Theories about stretching during warm-up c. Theories about stretching post exercise 4. Techniques to avoid common injuries</p>

### De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DANCD037C
	<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, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000545321

<b>Articulation</b>

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

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

De Anza College  
**Change Report**  
06/03/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	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

<b>Section</b>	<b>Changed field</b>
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.
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?









**Section****Changed field**



Cross-listed Course

Is this a cross-listed course?

**General Information**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Mike Appio
	<b>Course ID (CB01A and CB01B)</b>	DMTD077D	DMTD077D
	<b>Course Control Number</b>	CCC000545347	CCC000545347
	<b>Course Title (CB02)</b>	Special Projects In Manufacturing and CNC/NIMS Level 1	Special Projects <del>in</del> <u>in</u> Manufacturing and CNC/NIMS Level 1
	<b>Short Course Title</b>	SPEC PROJ IN MCNC/NIMS LEVEL 1	SPEC PROJ IN MCNC/NIMS LEVEL 1
	<b>TOP Code (CB03)</b>	0956.00	0956.00 Manufacturing and Industrial Technology
	<b>CIP Code</b>	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	<b>Department</b>	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
	<b>Effective Term</b>	Fall 2021	Fall 2024 <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Projects advancing student's knowledge and experience in computer numerical control and conventional machining, selected areas of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on the National Institute for Metalworking Skills certification program. Upon successful completion of the course the student will have the opportunity to earn multiple Level 1 NIMS certifications.	<del>Projects</del> <u>The focus of this courses is</u> advancing student's knowledge and experience in computer numerical control and conventional machining, selected areas of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on the National Institute for Metalworking Skills certification program. Upon successful completion of the course the student will have the opportunity to earn multiple Level 1 NIMS certifications.
	<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>• Independent Study</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>• Manufacturing Technology (Quality control, process control)</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 - MACHINE TOOL TECH</li> </ul>

Course Justification

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Justification</b>	This NIMS Level 1 introductory certification course is a major employment preparation course for our Manufacturing and CNC Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of computer numerical control and conventional machining as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Research and Development certificate and degree and is CSU transferable.	This NIMS Level 1 introductory certification course is a major employment preparation course for our Manufacturing and CNC Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of computer numerical control and conventional machining as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Research and Development certificate and degree and is CSU transferable.

### **Foothill Equivalency**

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

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


### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly MCNC D080D.)	(Formerly MCNC D080D.)


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

No value

No

### Cross-listed Course

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

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**



**Repeatability Statement**

No value

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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## Associated Programs

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

**Associated Program** CNC Research and Development Machinist

**Associated Program** CNC Research and Development Machinist

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

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

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

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

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

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

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

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

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

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

**Associated Program** CNC Research and Development Machinist

**Associated Program** CNC Research and Development Machinist

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

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

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to CSU only

Transferable to CSU only

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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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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	<b>NA Hours - Out of Class</b>	0	0
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### Course Student Hours - Profile Name: Default Profile

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Course Duration (Weeks)</b>	12	12
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

### Speciality Hours

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

### Credit / Non-Credit Options

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

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

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

	Total Contact Hours per Term	-	0
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	Total Credit Units	2	2
--	--------------------	---	---

	Minimum Credit Units	2	2
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	Maximum Credit Units	2	2
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### SKIP

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

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Assignments**

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation** 1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation** 1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Dependent upon the nature of the project

**Essential College Facilities:**

- Design and Manufacturing CNC technology laboratory

**Essential Student Materials:**

- Dependent upon the nature of the project

**Essential College Facilities:**

- Design and Manufacturing CNC technology laboratory

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	To be determined through 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 through 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

**Suggested Reading List**

<b>Reading List</b>	None.
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
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<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>
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CSLOs		CSLOs	
<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in entry level DMT courses.	<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in entry level DMT courses.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

### Course Outline

Changed	Field	Current Version	Proposed Version
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<b>Course Content</b>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>
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Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv			
Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	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:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2AT	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DMT 077D	DMT 077D
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	DMT	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
!	<b>Course Characteristics</b>	CTE Special Projects	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value



Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</b>	N	No Value
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Hours Statement</b> (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Six hours laboratory (72 hours total per quarter).	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	236502	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	095600	No Value
!	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	No Value	No Value
!	<b>Print/No Print to Catalog</b>	Yes	No Value

### Summary of Revisions

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

### Blue Form

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### **A-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<p><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></p>	No Value	No Value
	<p><b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b></p>	No Value	No Value
	<p><b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b></p>	No Value	No Value
	<p><b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

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

No Value

No Value

### **B-Matrix Form**

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

No Value

No Value

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

<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

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

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value



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

No Value

Consent of Instructor and Dean

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</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	No Value
	<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	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DMTD077D
	<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, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000545347

<b>Articulation</b>

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

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

De Anza College  
**Change Report**  
06/03/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	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




<b>Section</b>	<b>Changed field</b>
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.
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?




**Section****Changed field**



Cross-listed Course

Is this a cross-listed course?

**General Information**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Mike Appio
	<b>Course ID (CB01A and CB01B)</b>	DMTD077E	DMTD077E
	<b>Course Control Number</b>	CCC000545348	CCC000545348
	<b>Course Title (CB02)</b>	Special Projects In Manufacturing and CNC/NIMS Level 2	Special Projects <del>in</del> <u>in</u> Manufacturing and CNC/NIMS Level 2
	<b>Short Course Title</b>	SPEC PROJ IN MCNC/NIMS LEVEL 2	SPEC PROJ IN MCNC/NIMS LEVEL 2
	<b>TOP Code (CB03)</b>	0956.00	0956.00 Manufacturing and Industrial Technology
	<b>CIP Code</b>	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	<b>Department</b>	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
	<b>Effective Term</b>	Fall 2021	Fall 2024 <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Projects advancing student's knowledge and experience in computer numerical control and conventional machining, selected areas of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on the National Institute for Metalworking Skills certification program. Upon successful completion of the course the student will have the opportunity to earn multiple Level 2 NIMS certifications.	<del>Projects</del> <u>The focus of this course is</u> advancing student's knowledge and experience in computer numerical control and conventional machining, selected areas of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on the National Institute for Metalworking Skills certification program. Upon successful completion of the course the student will have the opportunity to earn multiple Level 2 NIMS certifications.
	<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>• Independent Study</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>• Manufacturing Technology (Quality control, process control)</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 - MACHINE TOOL TECH</li> </ul>

Course Justification

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Justification</b>	This NIMS Level 2 intermediate certification course is a major employment preparation course for our Manufacturing and CNC Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of computer numerical control and conventional machining as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies Research and Development certificate and degree and is CSU transferable.	This NIMS Level 2 intermediate certification course is a major employment preparation course for our Manufacturing and CNC Technology Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of computer numerical control and conventional machining as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies Research and Development certificate and degree and is CSU transferable.

### **Foothill Equivalency**

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

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

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly MCNC D080E.)	(Formerly MCNC D080E.)


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

No value

No

### Cross-listed Course

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

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**



**Repeatability Statement**

No value

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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## Associated Programs

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

**Associated Program** CNC Research and Development Machinist

**Associated Program** CNC Research and Development Machinist

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

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

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

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

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

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

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

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

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

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

**Associated Program** CNC Research and Development Machinist

**Associated Program** CNC Research and Development Machinist

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

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

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to CSU only

Transferable to CSU only

Changed	Field	Current Version	Proposed Version
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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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	<b>NA Hours - Out of Class</b>	0	0
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### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

### Speciality Hours

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

### Credit / Non-Credit Options

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

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

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

	<b>Total Contact Hours per Term</b>	-	0
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	<b>Total Credit Units</b>	2	2
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	<b>Minimum Credit Units</b>	2	2
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	<b>Maximum Credit Units</b>	2	2
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### SKIP

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

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Assignments**

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation** 1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation** 1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.



**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Dependent upon the nature of the project

**Essential College Facilities:**

- Design and Manufacturing CNC technology laboratory

**Essential Student Materials:**

- Dependent upon the nature of the project

**Essential College Facilities:**

- Design and Manufacturing CNC technology laboratory

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	To be determined through 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 through 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

**Suggested Reading List**

<b>Reading List</b>	None.
<b>May include, but are not limited to</b>	No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
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<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>
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CSLOs		CSLOs	
<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in intermediate DMT courses.	<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in intermediate DMT courses.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

### Course Outline

Changed	Field	Current Version	Proposed Version
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<b>Course Content</b>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

<b>Req/Adv</b>			
<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	(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.)
	<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

<b>Curriculum Office</b>

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2AT	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DMT 077E	DMT 077E
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	DMT	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
!	<b>Course Characteristics</b>	CTE Special Projects	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</b>	N	No Value
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>	Six hours laboratory (72 hours total per quarter).	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	236502	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	095600	No Value
!	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	No Value	No Value
!	<b>Print/No Print to Catalog</b>	Yes	No Value

### Summary of Revisions

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

### Blue Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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
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**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form



Changed	Questions	Current Version	Proposed Version
	<p><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></p>	No Value	No Value
	<p><b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b></p>	No Value	No Value
	<p><b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b></p>	No Value	No Value
	<p><b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:**  
**Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

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

No Value

No Value

### B-Matrix Form

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

No Value

No Value

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<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

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

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**G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value



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

No Value

Consent of Instructor and Dean

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
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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
	<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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DMTD077E
	<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, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000545348

<b>Articulation</b>

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

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

De Anza College  
**Change Report**  
06/03/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	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

<b>Section</b>	<b>Changed field</b>
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.
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?






**Section****Changed field**

Cross-listed Course

Is this a cross-listed course?

**General Information**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Mike Appio
	<b>Course ID (CB01A and CB01B)</b>	DMTD077F	DMTD077F
	<b>Course Control Number</b>	CCC000545349	CCC000545349
	<b>Course Title (CB02)</b>	Special Projects In Manufacturing and CNC/NIMS Level 3	Special Projects <del>in</del> <u>in</u> Manufacturing and CNC/NIMS Level 3
	<b>Short Course Title</b>	SPEC PROJ IN MCNC/NIMS LEVEL 3	SPEC PROJ IN MCNC/NIMS LEVEL 3
	<b>TOP Code (CB03)</b>	0956.00	0956.00 Manufacturing and Industrial Technology
	<b>CIP Code</b>	Manufacturing Engineering Technology/Technician	15.0613 Manufacturing Engineering Technology/Technician
	<b>Department</b>	DMT - Design and Mfg. Tech.	DMT - Design and Mfg. Tech.
	<b>Effective Term</b>	Fall 2021	Fall 2024 <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
!	<b>Course Description</b>	Projects advancing student's knowledge and experience in computer numerical control, a selected area of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on the National Institute for Metalworking Skills certification program. Upon successful completion of the course the student will have the opportunity to earn multiple Level 3 NIMS certifications.	<del>Projects</del> <u>The focus of this courses is</u> advancing student's knowledge and experience in computer numerical control, a selected area of Design and Manufacturing Technologies. Project type and design will be determined through consultation with the instructor based on the National Institute for Metalworking Skills certification program. Upon successful completion of the course the student will have the opportunity to earn multiple Level 3 NIMS certifications.
!	<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>• Independent Study</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>• Manufacturing Technology (Quality control, process control)</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 - MACHINE TOOL TECH</li> </ul>

### Course Justification

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Course Justification</b>	This NIMS Level 3 advanced certification course is a major employment preparation course for our Design and Manufacturing Technologies Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of computer numerical control machining as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Research and Development certificate and degree and is CSU transferable.	This NIMS Level 3 advanced certification course is a major employment preparation course for our Design and Manufacturing Technologies Day and Evening Programs. It is intended to better prepare students for work in the advanced manufacturing and machining industry in the area of computer numerical control machining as advised by our industry advisory committee. This course is also part of the Design and Manufacturing Technologies CNC Research and Development certificate and degree and is CSU transferable.

### **Foothill Equivalency**

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

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


### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly MCNC D080F.)	(Formerly MCNC D080F.)


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

No value

No

### Cross-listed Course

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

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**



**Repeatability Statement**

No value

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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## Associated Programs

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

**Associated Program** CNC Research and Development Machinist

**Associated Program** CNC Research and Development Machinist

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

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

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

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

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

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

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

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

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

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

**Associated Program** CNC Research and Development Machinist

**Associated Program** CNC Research and Development Machinist

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

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

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)**

Transferable to CSU only

Transferable to CSU only

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

	<b>Laboratory Hours - Out of Class</b>	0	0
--	--	---	---

	<b>NA Hours - In Class</b>	0	0
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	<b>NA Hours - Out of Class</b>	0	0
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### Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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	<b>Course Duration (Weeks)</b>	12	12
--	--	----	----



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

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	2	2
	Total Credit Units - Maximum Credit Units	2	2

### Speciality Hours

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

### Credit / Non-Credit Options

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

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

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

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Discussion of research project  
Oversight of individual student lab project

**Assignments**

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.

1. To be determined in consultation with instructor. See sections 3 and 4 of Special Projects Contract.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation** 1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation** 1. Evaluation and inspection of laboratory project and/or examination results relating to objectives, methods and procedures of Special Projects Contract.

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Dependent upon the nature of the project

**Essential College Facilities:**

- Design and Manufacturing CNC technology laboratory

**Essential Student Materials:**

- Dependent upon the nature of the project

**Essential College Facilities:**

- Design and Manufacturing CNC technology laboratory

**Examples of Primary Texts and References****Title** No value**Author** To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.**Publisher** No value**Date/Edition** No value**ISBN** No value**Title** No value**Author** To be determined through consultation with the instructor. See sections 3 and 4 of Special Project Contract.**Publisher** No value**Date/Edition** No value**ISBN** No value**Suggested Reading List****Reading List** None.**May include, but are not limited to** No value

No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
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<b>Course Objectives</b>	<b>Current Version</b>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>	<b>Proposed Version</b>	<ul style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.</li> </ul>
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CSLOs		CSLOs	
<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in advanced DMT courses.	<b>CSLOs</b>	Complete advanced project or projects utilizing skills learned in advanced DMT courses.
<b>Expected SLO Performance</b>	0.0	<b>Expected SLO Performance</b>	0.0

### Course Outline

Changed	Field	Current Version	Proposed Version
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<b>Course Content</b>	<b>Current Version</b>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>	<b>Proposed Version</b>	<ol style="list-style-type: none"> <li>Complete the objectives/requirements as determined in areas 3,4, and 5 of the Special Projects Contract.               <ol style="list-style-type: none"> <li>Demonstrate an understanding of selected areas of study within the realm of design, manufacturing and CNC technologies.</li> <li>Evaluate current manufacturing and CNC literature related to the chosen research topic.</li> <li>Develop skills and experience in CNC and programming laboratory.</li> </ol> </li> </ol>
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Lab Component in this Course</b>	No	No
	<b>Lab Outline</b>	No value	No value

<b>Req/Adv</b>			
<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	(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.)
	<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

<b>Curriculum Office</b>

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2AT	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	DMT 077F	DMT 077F
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	DMT	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
!	<b>Course Characteristics</b>	CTE Special Projects	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value



Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</b>	N	No Value
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>	Six hours laboratory (72 hours total per quarter).	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	236502	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	095600	No Value
!	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	No Value	No Value
!	<b>Print/No Print to Catalog</b>	Yes	No Value

### Summary of Revisions

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

### Blue Form

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### **A-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<p><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></p>	No Value	No Value
	<p><b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b></p>	No Value	No Value
	<p><b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b></p>	No Value	No Value
	<p><b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

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

No Value

No Value

### **B-Matrix Form**

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

No Value

No Value

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

---

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

No Value

No Value

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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

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**D-Matrix Form**

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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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<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

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

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### G-Matrix Form

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value



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

No Value

Consent of Instructor and Dean

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
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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
	<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	No Value
	<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	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No Value

No Value

**Stage 3:  
Division  
Curriculum  
Representative**

No Value

No Value

**Stage 4:  
Division Dean**

No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

**Stage 7:  
Content  
Review Matrix  
Liaison**

No Value

No Value

**Stage 8: AVP -  
Instruction**

No Value

No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Stage 9: Articulation Officer</b>	No Value	No Value
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value

<b>Course Administration Codes</b>		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	DMTD077F
	<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, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000545349

<b>Articulation</b>

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

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

De Anza College  
**Change Report**  
06/03/2024

### Summary of Changes

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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

**Section****Changed field**






Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?



Cross-listed Course

Is this a cross-listed course?

**General Information**

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Maureen Miramontes
	<b>Course ID (CB01A and CB01B)</b>	HTECD095B	HTECD095B
	<b>Course Control Number</b>	CCC000527189	CCC000527189
	<b>Course Title (CB02)</b>	Phlebotomy Technician I Externship	Phlebotomy Technician I Externship
	<b>Short Course Title</b>	PHLEBOTOMY TECH I EXTERNSHIP	PHLEBOTOMY TECH I EXTERNSHIP
	<b>TOP Code (CB03)</b>	1205.10	1205.10 Phlebotomy
	<b>CIP Code</b>	Phlebotomy Technician/Phlebotomist	51.1009 Phlebotomy Technician/Phlebotomist
	<b>Department</b>	HTEC - Health Technologies	HTEC - Health Technologies
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	Phlebotomy Technician I practical experience in medical facilities.	<u>This course provides the</u> Phlebotomy Technician I practical experience in medical facilities.
	<b>Course Type (CB27)</b>	No value	• Lower Division
	<b>Mode of Delivery</b>	• NA	• In person ONLY

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"><li>Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)</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 - HEALTH CARE SERVICES</li></ul>

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Certification of Achievement in Health Technologies. This course continues the practice of blood collection procedures, specimen handling and processing.	This course is CSU transferable and part of a CTE program. It was developed based on the California Certifying Board for Medical Assistant's Accreditation Standards required for Health Technology training programs. This course belongs on the Certification of Achievement in Health Technologies. This course continues the practice of blood collection procedures, specimen handling and processing.

## Foothill Equivalency

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

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

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

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

<b>CTE Course</b>			

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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



Is this a  
cross-listed  
course?

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	<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	

### Associated Programs

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

**Associated Program** Lab Assisting (In Development)

**Associated Program** Lab Assisting (In Development)

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

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

**Associated Program** Lab Assisting

**Associated Program** Lab Assisting

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

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

**Associated Program** Phlebotomy Technician I

**Associated Program** Phlebotomy Technician I

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

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

### Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
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**Transfer Status (CB05)** Transferable to CSU only

Transferable to CSU only

**Course General Education Status (CB25)** Y

Y

**Transfer Status** Approved

Approved

**GE Information** No value

No value

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

<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
	<b>Lecture Hours - Course Out-of-Class per Term</b>	0	0

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

**Speciality Hours**

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

<b>Credit / Non-Credit Options</b>			
<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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"/>

<b>Credit Units</b>			
<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>	-	0

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

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

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of assigned reading  
Laboratory problem solving performed in externship  
Laboratory experience which involves students in clinical sites  
Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Discussion of assigned reading  
Laboratory problem solving performed in externship  
Laboratory experience which involves students in clinical sites  
Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator

**Assignments**

1. Perform work as assigned by clinical site supervisor
2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.
3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor

1. Perform work as assigned by clinical site supervisor
2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.
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**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**      **Methods of  
Evaluation**



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

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

**Methods  
of  
Evaluation**

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Professional medical uniform, name tag, safety goggles

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- Professional medical uniform, name tag, safety goggles

**Essential College Facilities:**

- None

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	McCall, R.E. and C.M. Tankersley, "Phlebotomy Essentials", Philadelphia, PA: 6th Edition, Lippincott, 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"Phlebotomy Essentials"
<b>Author</b>	McCall, R.E. and C.M. Tankersley
<b>Publisher</b>	Jones & Bartlett Learning
<b>Date/Edition</b>	2020, 7th edition
<b>ISBN</b>	No value

Changed Field

Current Version

Proposed Version



**Suggested  
Reading List**

No value

**Reading List** McCall, Ruth E.,  
Cathee M. Tankersley.  
"Phlebotomy Exam  
Review".  
Philadelphia, PA: 6th  
Edition, Lippincott,  
Williams, 2016

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

**Reading List** The Center for  
Phlebotomy  
Education, "Applied  
Phlebotomy Video  
Series", <br /> Part 1:  
"Basic Venipuncture",  
2010<br /> Part 2:  
"Preventing Analytical  
Errors" 2010<br />  
Part 3: "Avoiding  
Phlebotomy-Related  
Lawsuits" 2010<br />  
Part 4: "Skin  
Punctures and  
Newborn Screens"  
2008<br /> Part 5:  
Arterial Blood Gas  
Collection, 2010

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

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

**Reading List** Bonewit-West, Kathy.  
"Clinical Procedures for Medical Assistants w/ Study Guide". Philadelphia, PA: 10th Edition. W.B. Saunders Co. 2017.

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

**Reading List** Judson, Karen, Harrison, Carlene  
"Law and Ethics for Health Professions", San Francisco, CA: 7th Edition: McGraw-Hill, 2016.

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

**Reading List** Leonard, Peggy C.,  
"Quick and Easy Medical Terminology", 8th edition, St. Louis, MO: Saunders Education, 2017

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

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

**Reading List** American Red Cross, "First Aid/CPR/AED Participant's Manual," Yardley, PA: StayWell, 2014.

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

**Reading List** O'Leary, Timothy J., O'leary, Linda "Computing Essentials", Making It Work for You, Arizona State Univ-Tempe, McGraw Hill Publishing, 2013.

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

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Apply interpersonal skills to the patients, their families, staff and supervisors</li> <li>• Describe traits and attitudes with diverse patients that form professionalism in the clinical setting</li> <li>• Organize the use and maintenance of equipment</li> <li>• Explain infection control, safety, and personal wellness</li> <li>• Identify blood collection equipment, additives, and order of the draw</li> <li>• Perform tests or prepare patients for testing in a clinical setting</li> <li>• Identify OSHA safety precautions to be followed</li> <li>• Identify the problems and the solutions that may be encountered when performing venipuncture procedures</li> <li>• Demonstrate the various methods of medical and surgical asepsis in the clinical setting</li> <li>• Explain capillary puncture equipment and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Apply interpersonal skills to the patients, their families, staff and supervisors</li> <li>• Describe traits and attitudes with diverse patients that form professionalism in the clinical setting</li> <li>• Organize the use and maintenance of equipment</li> <li>• Explain infection control, safety, and personal wellness</li> <li>• Identify blood collection equipment, additives, and order of the draw</li> <li>• Perform tests or prepare patients for testing in a clinical setting</li> <li>• Identify OSHA safety precautions to be followed</li> <li>• Identify the problems and the solutions that may be encountered when performing venipuncture procedures</li> <li>• Demonstrate the various methods of medical and surgical asepsis in the clinical setting</li> <li>• Explain capillary puncture equipment and procedures</li> </ul>

**Changed Field**

**Current Version**

**Proposed Version**

**CSLOs**

**CSLOs** Describe the proper application of OSHA standards.

**Expected SLO Performance** 0.0

**CSLOs** Describe the proper application of OSHA standards.

**Expected SLO Performance** 0.0

**CSLOs** Recognize and respond to potential problems encountered during venipuncture that can impact patient care.

**Expected SLO Performance** 0.0

**CSLOs** Recognize and respond to potential problems encountered during venipuncture that can impact patient care.

**Expected SLO Performance** 0.0

**CSLOs** Describe proper procedures for the collection of blood by venipuncture and skin puncture.

**Expected SLO Performance** 0.0

**CSLOs** Describe proper procedures for the collection of blood by venipuncture and skin puncture.

**Expected SLO Performance** 0.0

**Course Outline**




Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Apply interpersonal skills to the patients, their families, staff and supervisors               <ol style="list-style-type: none"> <li>1. Define the qualities of successful health care practitioners                   <ol style="list-style-type: none"> <li>1. Courtesy</li> <li>2. Compassion</li> <li>3. Critical thinking skills</li> <li>4. Ethical decision making</li> </ol> </li> <li>2. Illustrate the rights of patients and their families                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Consent</li> </ol> </li> <li>3. Identify and explain the appropriate guidelines for specimen collection                   <ol style="list-style-type: none"> <li>1. OSHA Blood borne Pathogens Standard</li> <li>2. Identify the patient and explain the procedure</li> <li>3. Laboratory equipment and supplies</li> <li>4. Handle, store, and transportation of the specimen properly</li> </ol> </li> </ol> </li> <li>2. Describe traits and attitudes with diverse patients that form professionalism in the clinical setting               <ol style="list-style-type: none"> <li>1. Empathy</li> <li>2. Friendliness</li> <li>3. Confidentiality</li> </ol> </li> <li>3. Organize the use and maintenance of equipment               <ol style="list-style-type: none"> <li>1. Demonstrate the use of furniture and equipment in the clinical setting</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Apply interpersonal skills to the patients, their families, staff and supervisors               <ol style="list-style-type: none"> <li>1. Define the qualities of successful health care practitioners                   <ol style="list-style-type: none"> <li>1. Courtesy</li> <li>2. Compassion</li> <li>3. Critical thinking skills</li> <li>4. Ethical decision making</li> </ol> </li> <li>2. Illustrate the rights of patients and their families                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Consent</li> </ol> </li> <li>3. Identify and explain the appropriate guidelines for specimen collection                   <ol style="list-style-type: none"> <li>1. OSHA Blood borne Pathogens Standard</li> <li>2. Identify the patient and explain the procedure</li> <li>3. Laboratory equipment and supplies</li> <li>4. Handle, store, and transportation of the specimen properly</li> </ol> </li> </ol> </li> <li>2. Describe traits and attitudes with diverse patients that form professionalism in the clinical setting               <ol style="list-style-type: none"> <li>1. Empathy</li> <li>2. Friendliness</li> <li>3. Confidentiality</li> </ol> </li> <li>3. Organize the use and maintenance of equipment               <ol style="list-style-type: none"> <li>1. Demonstrate the use of furniture and equipment in the clinical setting</li> </ol> </li> </ol>



Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> <li>2. Locate necessary supplies in the medical office</li> <li>3. Locate the maintenance instructions for the office equipment</li> <li>4. Inventory the safety and security considerations of the medical office</li> <li>4. Explain infection control, safety, and personal wellness               <ol style="list-style-type: none"> <li>1. Proper hand hygiene</li> <li>2. Safety rules while working in the laboratory</li> </ol> </li> <li>5. Identify blood collection equipment, additives, and order of the draw               <ol style="list-style-type: none"> <li>1. Equipment and supplies needed to collect blood</li> <li>2. Specifics of the Phlebotomy needles</li> <li>3. Evacuated tube systems components</li> <li>4. Additives categories</li> </ol> </li> <li>6. Perform tests or prepare patients for testing in a clinical setting               <ol style="list-style-type: none"> <li>1. Describe proper bedside manner</li> <li>2. Answer inquiries concerning tests</li> <li>3. Illustrate what to do if a patient objects to the test</li> </ol> </li> <li>7. Identify OSHA safety precautions to be followed               <ol style="list-style-type: none"> <li>1. Wear gloves when obtaining and handling body fluids</li> <li>2. Wear face shields, masks or safety goggles whenever splashes or droplets of blood may be generated</li> <li>3. Bandage cuts on hands before gloving</li> <li>4. Wash hands immediately after removing gloves</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. Locate necessary supplies in the medical office</li> <li>3. Locate the maintenance instructions for the office equipment</li> <li>4. Inventory the safety and security considerations of the medical office</li> <li>4. Explain infection control, safety, and personal wellness               <ol style="list-style-type: none"> <li>1. Proper hand hygiene</li> <li>2. Safety rules while working in the laboratory</li> </ol> </li> <li>5. Identify blood collection equipment, additives, and order of the draw               <ol style="list-style-type: none"> <li>1. Equipment and supplies needed to collect blood</li> <li>2. Specifics of the Phlebotomy needles</li> <li>3. Evacuated tube systems components</li> <li>4. Additives categories</li> </ol> </li> <li>6. Perform tests or prepare patients for testing in a clinical setting               <ol style="list-style-type: none"> <li>1. Describe proper bedside manner</li> <li>2. Answer inquiries concerning tests</li> <li>3. Illustrate what to do if a patient objects to the test</li> </ol> </li> <li>7. Identify OSHA safety precautions to be followed               <ol style="list-style-type: none"> <li>1. Wear gloves when obtaining and handling body fluids</li> <li>2. Wear face shields, masks or safety goggles whenever splashes or droplets of blood may be generated</li> <li>3. Bandage cuts on hands before gloving</li> <li>4. Wash hands immediately after removing gloves</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		5. In the disposal of equipment and supplies 8. Identify the problems and the solutions that may be encountered when performing venipuncture procedures <ol style="list-style-type: none"> <li>1. Unsafe procedures</li> <li>2. Time constraints and delivery</li> </ol> 9. Demonstrate the various methods of medical and surgical asepsis in the clinical setting <ol style="list-style-type: none"> <li>1. Differentiate between sterile and nonsterile equipment and supplies</li> <li>2. Check instruments or equipment for working condition</li> </ol> 10. Explain capillary puncture equipment and procedures <ol style="list-style-type: none"> <li>1. Demonstrate ability to teach patients</li> <li>2. Identify the proper site for a skin puncture</li> </ol>	5. In the disposal of equipment and supplies 8. Identify the problems and the solutions that may be encountered when performing venipuncture procedures <ol style="list-style-type: none"> <li>1. Unsafe procedures</li> <li>2. Time constraints and delivery</li> </ol> 9. Demonstrate the various methods of medical and surgical asepsis in the clinical setting <ol style="list-style-type: none"> <li>1. Differentiate between sterile and nonsterile equipment and supplies</li> <li>2. Check instruments or equipment for working condition</li> </ol> 10. Explain capillary puncture equipment and procedures <ol style="list-style-type: none"> <li>1. Demonstrate ability to teach patients</li> <li>2. Identify the proper site for a skin puncture</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
	<b>Catalog Term (21-22)</b>	21-22	No Value

Changed	Questions	Current Version	Proposed Version
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 095B	HTEC 095B
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HTEC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	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</b> (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>Hours Statement</b> (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Nine hours laboratory (108 hours total 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
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**Sports/Physical Education Course Indicator**

N

No Value



**COA Code**

C

No Value



**Fund Code**

114000

No Value



**Organization Code**

237003

No Value



**Account Code**

1320

No Value



**Program Code**

120800

No Value



**Percent**

100

No Value

**Curriculum Office Notes**

No Value

No Value



**Print/No Print to Catalog**

Yes

No Value

**Req/Adv**

Changed	Questions	Current Version	Proposed Version
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**Prerequisite(s):** HLTH D057A; and HTEC D050., HTEC D060A, HTEC D064A, HTEC D064B, HTEC D073. and HTEC D101A

HLTH D057A; and HTEC D050., HTEC D060A, HTEC D064A, HTEC D064B, HTEC D073. and HTEC D101A

**Corequisite(s):** No Value

No Value

**Advisory(ies):** No Value

No Value

**Advisory(ies) - Other:** CIS D004.

CIS D004.


**Limitation(s) on Enrollment:** No Value

No Value

**Limitation(s) on Enrollment - Other:** No Value

No Value

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

<b>Summary of Revisions</b>			
Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	Updated textbooks and references to reflect current publications
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

<b>Blue Form</b>

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

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

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

No Value

No Value

### **A-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose  
essays drawn  
from personal  
experience  
and assigned  
texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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### **B-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### C-Matrix Form

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

**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

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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

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**D-Matrix Form**

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

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

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

No Value

No Value

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

No Value

No Value

---

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

No Value

No Value

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

No Value

No Value

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<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

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

---

**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

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**G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</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	No Value
	<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	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No  
Value

No Value



**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

**Date**

**Name - Role  
OR Tab**

**Part -  
Field**

**Type of  
Edit**

**Edit**

**Initiator -  
Indicate  
"Y" When  
Completed**

3/7/24 Specifications Suggested reading Required from suggested reading list

Please remove all entries from suggested reading list

**Stage 4:  
Division Dean**


No  
Value

No Value

**Stage 5: SLO  
Coordinator**

No  
Value

No Value

Changed	Questions	Current Version	Proposed Version					
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix G for each of your prerequisites and advisories	
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value					
	<b>Stage 9: Articulation Officer</b>	No Value	No Value					
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value					
	<b>Stage 14: 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>	HTECD095B
	<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>
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000527189
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/04/2024

### Summary of Changes

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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?








**Section****Changed field**



Cross-listed Course

Is this a cross-listed course?

**General Information**

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Maureen Miramontes
	<b>Course ID (CB01A and CB01B)</b>	HTECD096C	HTECD096C
	<b>Course Control Number</b>	CCC000527192	CCC000527192
	<b>Course Title (CB02)</b>	Medical File Clerk Externship	Medical File Clerk Externship
	<b>Short Course Title</b>	MED FILE CLERK EXTERNSHIP	MED FILE CLERK EXTERNSHIP
	<b>TOP Code (CB03)</b>	1208.00	1208.00 Medical Assisting
	<b>CIP Code</b>	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	<b>Department</b>	HTEC - Health Technologies	HTEC - Health Technologies
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	Medical file clerk practical experience in medical facilities.	<u>This course provides the</u> Medical file clerk practical experience in medical facilities.
	<b>Course Type (CB27)</b>	No value	• Lower Division
	<b>Mode of Delivery</b>	• NA	• In person ONLY

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"><li>Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)</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 - HEALTH CARE SERVICES</li></ul>

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement. It trains the student to perform Medical File Clerk skills during an externship.	This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement. It trains the student to perform Medical File Clerk skills during an externship.

## Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Does the course have a Foothill equivalent?</b>	No	No

<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	

**Course Philosophy**

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

**Formerly Statement**

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

**Stand-Alone Statement**

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

**CTE Course**

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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



Is this a  
cross-listed  
course?

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	<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	

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>Medical File Clerk</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Medical File Clerk	<b>Award Type</b>	Certificate of Achievement (COA)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Medical File Clerk</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Medical File Clerk	<b>Award Type</b>	Certificate of Achievement (COA)
<b>Associated Program</b>	Medical File Clerk										
<b>Award Type</b>	Certificate of Achievement (COA)										
<b>Associated Program</b>	Medical File Clerk										
<b>Award Type</b>	Certificate of Achievement (COA)										

Transferability & Gen. Ed. Options

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

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

### **Speciality Hours**

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

### **Credit / Non-Credit Options**

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



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

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

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

## Specifications

Changed

Field

Current Version

Proposed Version



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Discussion of assigned reading  
Laboratory problem solving performed in externship  
Laboratory experience which involves students in clinical sites  
Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Discussion of assigned reading  
Laboratory problem solving performed in externship  
Laboratory experience which involves students in clinical sites  
Discussions and problem solving performed at weekly meetings with clinical site supervisor  
Sending an updates to the externship coordinator

**Assignments**

1. Perform work as assigned by clinical site supervisor
2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.
3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor

1. Perform work as assigned by clinical site supervisor
2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.
3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**      **Methods of  
Evaluation**

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

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

**Methods  
of  
Evaluation**

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities****Essential Student Materials:**

- Professional medical uniform (if appropriate) and name tag

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- Professional medical uniform (if appropriate) and name tag

**Essential College Facilities:**

- None

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Proctor, Niedzwiecki, Pepper and Madero. "Kinn's Administrative Medical Assistant: An Applied Learning Approach w/ Study Guide". St. Louis, MO: Elsevier, 13th Edition. 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"Kinn's Administrative Medical Assistant: An Applied Learning Approach w/ Study Guide"
<b>Author</b>	Niedzwiecki, Brigitte; Pepper, Julie
<b>Publisher</b>	Elsevier Inc
<b>Date/Edition</b>	2018, 14th Edition
<b>ISBN</b>	No value

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** Leonard, Peggy C., Cross. "Quick and Easy Medical Terminology". St. Louis, MO, Saunders, 8th Ed, 2017.

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

**Reading List** Hamilton, Byron R. "Electronic Health Records" Spring Charts. New York, NY. McGraw Hill, 3rd Ed. 2013.

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

**Reading List** Judson, Karen, Harrison, Carlene "Law and Ethics for Health Professions", San Francisco, Ca: McGraw Hill, 7th Ed. 2016.

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

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

**Reading List** O'Leary, Timothy J., O'Leary, Linda "Computing Essentials", Making It Work for You, Arizona State Univ-Tempe, McGraw Hill Publishing, 2013

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

**Reading List** Honeycutt, Alyson and Milliken, Mary Elizabeth. "Understanding Human Behavior: A Guide for Health Care Professionals". Boston, MA: Cengage Learning, 9th Edition. 2018.

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

**Reading List** Gaskin, Shelley; Ferrett, Robert. "Go with Microsoft Office 2010, Pearson Education, 11th Ed. 2013

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

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

**Learning Outcomes and Objectives****Changed Field****Current Version****Proposed Version****Course Objectives**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Apply interpersonal communication skills to the patients, their families, staff and supervisors</li> <li>• Organize the use and maintenance of equipment and supplies</li> <li>• Demonstrate various attitudes with diverse patients in clinical setting</li> <li>• Demonstrate proper patient identification</li> <li>• Perform Medical File clerk skills in a medical setting.</li> <li>• Apply learned skills to assist the medical staff</li> <li>• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply interpersonal communication skills to the patients, their families, staff and supervisors</li> <li>• Organize the use and maintenance of equipment and supplies</li> <li>• Demonstrate various attitudes with diverse patients in clinical setting</li> <li>• Demonstrate proper patient identification</li> <li>• Perform Medical File clerk skills in a medical setting.</li> <li>• Apply learned skills to assist the medical staff</li> <li>• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul> |
|---|---|



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

**CSLOs** Demonstrate proper Medical File Clerk techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate proper Medical File Clerk techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Apply interpersonal communication skills to the patients, their families, staff and supervisors               <ol style="list-style-type: none"> <li>1. Demonstrate verbal and nonverbal skills in a medical facility                   <ol style="list-style-type: none"> <li>1. Perception</li> <li>2. Body Language</li> <li>3. Facial expression</li> <li>4. Mannerism</li> </ol> </li> <li>2. Identify the rights of patients and their families                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Consent</li> </ol> </li> <li>3. Demonstrate office interpersonal relationships in the medical facility                   <ol style="list-style-type: none"> <li>1. Honesty</li> <li>2. Inner-office communication</li> <li>3. Stress management</li> <li>4. Professionalism</li> </ol> </li> </ol> </li> <li>2. Organize the use and maintenance of equipment and supplies               <ol style="list-style-type: none"> <li>1. Demonstrate the use of furniture and equipment in the medical facility</li> <li>2. Locate necessary supplies in the medical facility</li> <li>3. Locate the maintenance instructions for the office equipment</li> <li>4. Recognize the basic functions of application software in a medical facility</li> </ol> </li> <li>3. Demonstrate various attitudes with diverse patients in clinical setting               <ol style="list-style-type: none"> <li>1. Empathy</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Apply interpersonal communication skills to the patients, their families, staff and supervisors               <ol style="list-style-type: none"> <li>1. Demonstrate verbal and nonverbal skills in a medical facility                   <ol style="list-style-type: none"> <li>1. Perception</li> <li>2. Body Language</li> <li>3. Facial expression</li> <li>4. Mannerism</li> </ol> </li> <li>2. Identify the rights of patients and their families                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Consent</li> </ol> </li> <li>3. Demonstrate office interpersonal relationships in the medical facility                   <ol style="list-style-type: none"> <li>1. Honesty</li> <li>2. Inner-office communication</li> <li>3. Stress management</li> <li>4. Professionalism</li> </ol> </li> </ol> </li> <li>2. Organize the use and maintenance of equipment and supplies               <ol style="list-style-type: none"> <li>1. Demonstrate the use of furniture and equipment in the medical facility</li> <li>2. Locate necessary supplies in the medical facility</li> <li>3. Locate the maintenance instructions for the office equipment</li> <li>4. Recognize the basic functions of application software in a medical facility</li> </ol> </li> <li>3. Demonstrate various attitudes with diverse patients in clinical setting               <ol style="list-style-type: none"> <li>1. Empathy</li> </ol> </li> </ol>

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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>2. Friendliness</li> <li>3. Compassion</li> <li>4. Demonstrate proper patient identification               <ul style="list-style-type: none"> <li>1. When pulling charts</li> <li>2. When filing patient charts</li> </ul> </li> <li>5. Perform Medical File clerk skills in a medical setting.               <ul style="list-style-type: none"> <li>1. Keyboarding</li> <li>2. Scanning</li> <li>3. Answering phones</li> </ul> </li> <li>6. Apply learned skills to assist the medical staff               <ul style="list-style-type: none"> <li>1. Demonstrate ability to answer phone calls</li> <li>2. Perform data input into the Electronic Health Record</li> </ul> </li> <li>7. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.               <ul style="list-style-type: none"> <li>1. Identify cultural differences</li> <li>2. Compare gender differences</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> <li>4. Compare various techniques for working with patients with disabilities</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>2. Friendliness</li> <li>3. Compassion</li> <li>4. Demonstrate proper patient identification               <ul style="list-style-type: none"> <li>1. When pulling charts</li> <li>2. When filing patient charts</li> </ul> </li> <li>5. Perform Medical File clerk skills in a medical setting.               <ul style="list-style-type: none"> <li>1. Keyboarding</li> <li>2. Scanning</li> <li>3. Answering phones</li> </ul> </li> <li>6. Apply learned skills to assist the medical staff               <ul style="list-style-type: none"> <li>1. Demonstrate ability to answer phone calls</li> <li>2. Perform data input into the Electronic Health Record</li> </ul> </li> <li>7. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.               <ul style="list-style-type: none"> <li>1. Identify cultural differences</li> <li>2. Compare gender differences</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> <li>4. Compare various techniques for working with patients with disabilities</li> </ul> </li> </ul> |
|---|---|

**Lab Component in this Course**

No




No

**Lab Outline**

No value

No value

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2BH	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	HTEC 096C	HTEC 096C
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	HTEC	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</b>	N	No Value
	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Hours Statement</b> (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Twelve hours laboratory (144 hours total per quarter).	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	237003	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	120800	No Value
!	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	No Value	No Value
!	<b>Print/No Print to Catalog</b>	Yes	No Value

Req/Adv

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	HTEC D050., HTEC D060A, HTEC D073. and HTEC D075.	HTEC D050., HTEC D060A, HTEC D073. and HTEC D075.
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	CIS D004. and CIS D099.	CIS D004. and CIS D099.
	<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

### Summary of Revisions

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Other</b>	No Value	No Value
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## Blue Form

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

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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

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

No Value

No Value

### **A-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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.**

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No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Analyze  
college level  
texts and  
discourse that  
are culturally  
and  
rhetorically  
diverse.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### **C-Matrix Form**

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

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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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<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

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

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**G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
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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
	<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>	<p>No Value</p>	<p>No Value</p>
	<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>	<p>No Value</p>	<p>No Value</p>

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

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

No  
Value

No Value



**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

**Name - Role  
OR  
Part - Field  
Tab**

**Type of  
Edit**


**Edit**

**Initiator -  
Indicate  
"Y" When  
Completed**

3/7/24 Kalpin Specifications-  
Textbook Required

Please enter details in individual fields provided for author, title, etc. Please remove all entries from suggested reading list

" "

Changed	Questions	Current Version	Proposed Version										
	<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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/25/24</td> <td>Zack Judson</td> <td>Matrix G</td> <td>Required advisories. Then upload these forms under the basic course information tab.</td> <td>incomplete 4/4/24 - zj</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	3/25/24	Zack Judson	Matrix G	Required advisories. Then upload these forms under the basic course information tab.	incomplete 4/4/24 - zj
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
3/25/24	Zack Judson	Matrix G	Required advisories. Then upload these forms under the basic course information tab.	incomplete 4/4/24 - zj									
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value										
	<b>Stage 9: Articulation Officer</b>	No Value	No Value										
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value										
	<b>Stage 14: 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>	HTECD096C

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<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, 2023 12:00:00 AM
--	--------------------------------	-------------------------

	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

	<b>Course Control Number</b>	CCC000527192
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/04/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	<u>5 Year Revision Year (2021)</u>
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	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
Summary of Revisions	Specifications
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

**Section****Changed field**






Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?



Cross-listed Course

Is this a cross-listed course?

**General Information**

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Maureen Miramontes
	<b>Course ID (CB01A and CB01B)</b>	HTECD096D	HTECD096D
	<b>Course Control Number</b>	CCC000527193	CCC000527193
	<b>Course Title (CB02)</b>	Medical Record Clerk Externship	Medical Record Clerk Externship
	<b>Short Course Title</b>	MED RECORD CLERK EXTERNSHIP	MED RECORD CLERK EXTERNSHIP
	<b>TOP Code (CB03)</b>	1208.00	1208.00 Medical Assisting
	<b>CIP Code</b>	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	<b>Department</b>	HTEC - Health Technologies	HTEC - Health Technologies
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	Medical record clerk practical experience in medical facilities.	<u>This course provides the</u> Medical record clerk practical experience in medical facilities.
	<b>Course Type (CB27)</b>	No value	• Lower Division
	<b>Mode of Delivery</b>	• NA	• In person ONLY

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"><li>Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)</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 - HEALTH CARE SERVICES</li></ul>

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement in Health Technologies. It is to provide a means so that the students can use the Medical Records Clerk skills they learned in local clinical sites.	This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement in Health Technologies. It is to provide a means so that the students can use the Medical Records Clerk skills they learned in local clinical sites.

## Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Does the course have a Foothill equivalent?</b>	No	No

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

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

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

<b>CTE Course</b>			

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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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	

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>Medical Records Clerk</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Medical Records Clerk	<b>Award Type</b>	Certificate of Achievement (COA)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Medical Records Clerk</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Medical Records Clerk	<b>Award Type</b>	Certificate of Achievement (COA)
<b>Associated Program</b>	Medical Records Clerk										
<b>Award Type</b>	Certificate of Achievement (COA)										
<b>Associated Program</b>	Medical Records Clerk										
<b>Award Type</b>	Certificate of Achievement (COA)										

Transferability & Gen. Ed. Options			

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

<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>	12	12
	<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>	0	0
	<b>Lecture Hours - Course Out-of-Class per Term</b>	0	0
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	144	144
	<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>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Total - Course In-Class (Contact) Hours</b>	144	144
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	<b>Total - Course Out-of-Class Hours</b>	0	0
--	--	---	---

	<b>Total Credit Units - Minimum Credit Units</b>	4	4
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	<b>Total Credit Units - Maximum Credit Units</b>	4	4
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**Speciality Hours**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Speciality Hours</b>	No value	No value
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**Credit / Non-Credit Options**

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

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

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

## Specifications

Changed	Field	Current Version	Proposed Version
	<b>Methods of Instruction</b>	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation

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

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

**Methods  
of  
Evaluation**

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- Professional uniform (if appropriate) and name tag

**Essential Student Materials:**

- Professional uniform (if appropriate) and name tag

**Essential College Facilities:**

- None.

**Essential College Facilities:**

- None

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Proctor, Niedzwiecki, Pepper and Madero. "Kinn's Administrative Medical Assistant: An Applied Learning Approach w/ Study Guide". St. Louis, MO: Elsevier, 13th Edition. 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"Kinn's Administrative Medical Assistant: An Applied Learning Approach w/ Study Guide"
<b>Author</b>	Proctor, Niedzwiecki, Pepper and Madero
<b>Publisher</b>	Elsevier Inc.
<b>Date/Edition</b>	2017, 13th Ed.
<b>ISBN</b>	No value

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** Leonard, Peggy C. "Quick and Easy Medical Terminology". St. Louis, MO,: W. B. Saunders Co.,8th Ed. 2017.

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

**Reading List** Hamilton, Byron R. "Electronic Health Records" Spring Charts. New York, NY. McGraw Hill, 3rd Edition. 2013.

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

**Reading List** Judson, Karen, Harrison, Carlene "Law and Ethics for Health Professions", San Francisco, Ca: McGraw Hill, 7th Ed. 2016.

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

**Changed Field**

**Current Version**

**Proposed Version**

**Reading List** O'Leary, Timothy J., O'Leary, Linda "Computing Essentials", Making It Work for You, Arizona State Univ-Tempe, McGraw Hill Publishing, 2013

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

**Reading List** Honeycutt, Alyson and Milliken, Mary Elizabeth. "Understanding Human Behavior: A Guide for Health Care Professionals". Boston, MA: Cengage Learning, 9th Edition. 2018.

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

**Reading List** Gaskin, Shelley; Ferrett, Robert. "Go with Microsoft Office 2010", Volume 1, 2nd Ed, Pearson Education, Inc. 2013.



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

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

**Learning Outcomes and Objectives****Changed Field****Current Version****Proposed Version****Course Objectives**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Apply interpersonal communication skills to the patients, their families, staff and supervisors</li> <li>• Distinguish between an Electronic Medical Record and a Paper Medical Record.</li> <li>• Demonstrate various attitudes with diverse patients in clinical setting</li> <li>• Demonstrate proper handling of a telephone call</li> <li>• Demonstrate the preparation of patients for testing in a clinical setting if appropriate</li> <li>• Instruct and assist patients in preparation for their doctor's visit</li> <li>• Perform appropriate administrative skills</li> <li>• Describe what information is kept in a medical record</li> <li>• Apply learned skills to patient education situations</li> <li>• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul> | <ul style="list-style-type: none"> <li>• Apply interpersonal communication skills to the patients, their families, staff and supervisors</li> <li>• Distinguish between an Electronic Medical Record and a Paper Medical Record.</li> <li>• Demonstrate various attitudes with diverse patients in clinical setting</li> <li>• Demonstrate proper handling of a telephone call</li> <li>• Demonstrate the preparation of patients for testing in a clinical setting if appropriate</li> <li>• Instruct and assist patients in preparation for their doctor's visit</li> <li>• Perform appropriate administrative skills</li> <li>• Describe what information is kept in a medical record</li> <li>• Apply learned skills to patient education situations</li> <li>• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul> |
|--|--|

**Changed Field**

**Current Version**

**Proposed Version**

**CSLOs**

**CSLOs** Demonstrate proper Medical Record Clerk techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate proper Medical Record Clerk techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Apply interpersonal communication skills to the patients, their families, staff and supervisors               <ol style="list-style-type: none"> <li>1. Demonstrate verbal and nonverbal skills in a medical facility                   <ol style="list-style-type: none"> <li>1. Perception</li> <li>2. Body Language</li> <li>3. Facial expression</li> <li>4. Gestures</li> </ol> </li> <li>2. Explain the importance of informed consent                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Advantages and risks</li> </ol> </li> <li>3. Demonstrate office interpersonal relationships in the medical facility                   <ol style="list-style-type: none"> <li>1. Attitude</li> <li>2. Inner-office communication</li> <li>3. Stress management</li> <li>4. First impressions</li> </ol> </li> </ol> </li> <li>2. Distinguish between an Electronic Medical Record and a Paper Medical Record.               <ol style="list-style-type: none"> <li>1. Easier to read and access</li> <li>2. Recognize organization of filing system to locate information quickly</li> <li>3. Appropriate and accurate documentation</li> </ol> </li> <li>3. Demonstrate various attitudes with diverse patients in clinical setting               <ol style="list-style-type: none"> <li>1. Empathy</li> <li>2. Friendliness</li> <li>3. Compassion</li> </ol> </li> <li>4. Demonstrate proper handling of a telephone call               <ol style="list-style-type: none"> <li>1. Telephone etiquette</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Apply interpersonal communication skills to the patients, their families, staff and supervisors               <ol style="list-style-type: none"> <li>1. Demonstrate verbal and nonverbal skills in a medical facility                   <ol style="list-style-type: none"> <li>1. Perception</li> <li>2. Body Language</li> <li>3. Facial expression</li> <li>4. Gestures</li> </ol> </li> <li>2. Explain the importance of informed consent                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Advantages and risks</li> </ol> </li> <li>3. Demonstrate office interpersonal relationships in the medical facility                   <ol style="list-style-type: none"> <li>1. Attitude</li> <li>2. Inner-office communication</li> <li>3. Stress management</li> <li>4. First impressions</li> </ol> </li> </ol> </li> <li>2. Distinguish between an Electronic Medical Record and a Paper Medical Record.               <ol style="list-style-type: none"> <li>1. Easier to read and access</li> <li>2. Recognize organization of filing system to locate information quickly</li> <li>3. Appropriate and accurate documentation</li> </ol> </li> <li>3. Demonstrate various attitudes with diverse patients in clinical setting               <ol style="list-style-type: none"> <li>1. Empathy</li> <li>2. Friendliness</li> <li>3. Compassion</li> </ol> </li> <li>4. Demonstrate proper handling of a telephone call               <ol style="list-style-type: none"> <li>1. Telephone etiquette</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		<ul style="list-style-type: none"> <li>2. Type of callers</li> </ul>	<ul style="list-style-type: none"> <li>2. Type of callers</li> </ul>
		<ul style="list-style-type: none"> <li>5. Demonstrate the preparation of patients for testing in a clinical setting if appropriate               <ul style="list-style-type: none"> <li>1. Describe how to prepare patients for testing</li> <li>2. Answer inquiries concerning tests</li> <li>3. Illustrate what to do if a patient objects to the test</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>5. Demonstrate the preparation of patients for testing in a clinical setting if appropriate               <ul style="list-style-type: none"> <li>1. Describe how to prepare patients for testing</li> <li>2. Answer inquiries concerning tests</li> <li>3. Illustrate what to do if a patient objects to the test</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>6. Instruct and assist patients in preparation for their doctor's visit               <ul style="list-style-type: none"> <li>1. Appointment scheduling</li> <li>2. Demonstrate charting in the medical record or completing a requisition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>6. Instruct and assist patients in preparation for their doctor's visit               <ul style="list-style-type: none"> <li>1. Appointment scheduling</li> <li>2. Demonstrate charting in the medical record or completing a requisition</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>7. Perform appropriate administrative skills               <ul style="list-style-type: none"> <li>1. Demonstrate customer service</li> <li>2. Managing medical records</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>7. Perform appropriate administrative skills               <ul style="list-style-type: none"> <li>1. Demonstrate customer service</li> <li>2. Managing medical records</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>8. Describe what information is kept in a medical record               <ul style="list-style-type: none"> <li>1. Progress notes</li> <li>2. Patient demographics</li> <li>3. Reports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>8. Describe what information is kept in a medical record               <ul style="list-style-type: none"> <li>1. Progress notes</li> <li>2. Patient demographics</li> <li>3. Reports</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>9. Apply learned skills to patient education situations               <ul style="list-style-type: none"> <li>1. Demonstrate ability to teach patients</li> <li>2. Recognize impacts of cultural diversity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>9. Apply learned skills to patient education situations               <ul style="list-style-type: none"> <li>1. Demonstrate ability to teach patients</li> <li>2. Recognize impacts of cultural diversity</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>10. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.               <ul style="list-style-type: none"> <li>1. Identify cultural differences</li> <li>2. Compare gender differences</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>10. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.               <ul style="list-style-type: none"> <li>1. Identify cultural differences</li> <li>2. Compare gender differences</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> </ul> </li> </ul>

Changed	Field	Current Version	Proposed Version
		4. Compare various techniques for working with patients with disabilities	4. Compare various techniques for working with patients with disabilities
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 096D	HTEC 096D
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HTEC	No Value
!	Course Level	DU	No Value

Changed	Questions	Current Version	Proposed Version
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
	<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>	Twelve hours laboratory (144 hours total per quarter).	No Value
	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
	<b>In Service Indicator</b>	N	No Value
	<b>Sports/Physical Education Course Indicator</b>	N	No Value
	<b>COA Code</b>	C	No Value
	<b>Fund Code</b>	114000	No Value
	<b>Organization Code</b>	237003	No Value
	<b>Account Code</b>	1320	No Value
	<b>Program Code</b>	120800	No Value

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

HTEC D050., HTEC D060A, HTEC D071., HTEC D073. and HTEC D075.

HTEC D050., HTEC D060A, HTEC D071., HTEC D073. and HTEC D075.

**Corequisite(s):**

No Value

No Value

**Advisory(ies):**

No Value

No Value

**Advisory(ies) - Other:**

CIS D004. and CIS D099.

CIS D004. and CIS D099.

**Limitation(s) on Enrollment:**

No Value

No Value

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

No Value

No Value

**Entrance Skills(s):**

No Value

No Value

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

No Value

No Value

**General Course Statement(s):**

No Value

No Value


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

No Value

No Value



## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	Updated textbooks and references to reflect current publications
	<b>Outline</b>	No Value	No Value
	<b>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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**Objective 4:**  
**Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

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

No Value

No Value

### B-Matrix Form

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

No Value

No Value

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

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**Objective 3:  
Produce  
written work  
using a  
cyclical  
process of  
multiples  
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

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**D-Matrix Form**

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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



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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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**Objective 10:  
Investigate the  
characteristics  
of rational  
expressions.**

No Value

No Value

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

No Value

No Value

### **E-Matrix Form**

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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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

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No Value

No Value

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<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

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

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value



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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</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	No Value
	<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	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

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

No Value

No Value



**Stage 3:  
Division  
Curriculum  
Representative**

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
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3/7/24	Specifications	Suggested reading	Required	from suggested reading list	Please remove all entries
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**Stage 4:  
Division Dean**


No Value

No Value

**Stage 5: SLO  
Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version					
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix G for each of your prerequisites and advisories	
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value					
	<b>Stage 9: Articulation Officer</b>	No Value	No Value					
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value					
	<b>Stage 14: 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>	HTECD096D
	<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>
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000527193
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/04/2024

### Summary of Changes

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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

**Section****Changed field**






Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?



Cross-listed Course

Is this a cross-listed course?

**General Information**

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Maureen Miramontes
	<b>Course ID (CB01A and CB01B)</b>	HTECD096E	HTECD096E
	<b>Course Control Number</b>	CCC000527194	CCC000527194
	<b>Course Title (CB02)</b>	Business Office Clerk Externship	Business Office Clerk Externship
	<b>Short Course Title</b>	BUS OFFICE CLERK EXTERNSHIP	BUS OFFICE CLERK EXTERNSHIP
	<b>TOP Code (CB03)</b>	1208.00	1208.00 Medical Assisting
	<b>CIP Code</b>	Medical/Clinical Assistant	51.0801 Medical/Clinical Assistant
	<b>Department</b>	HTEC - Health Technologies	HTEC - Health Technologies
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	Business office clerk practical experience in medical facilities.	<u>This course provides the</u> Business office clerk practical experience in medical facilities.
	<b>Course Type (CB27)</b>	No value	• Lower Division
	<b>Mode of Delivery</b>	• NA	• In person ONLY

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"><li>Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)</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 - HEALTH CARE SERVICES</li></ul>

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement. This course gives the student the opportunity to apply learned skills such medical coding, health insurance claims billing, collections and appeals processing, medical records management, and keyboarding during their externship in a medical facility.	This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement. This course gives the student the opportunity to apply learned skills such medical coding, health insurance claims billing, collections and appeals processing, medical records management, and keyboarding during their externship in a medical facility.

## Foothill Equivalency

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

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

**Formerly Statement**

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

**Stand-Alone Statement**

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

**CTE Course**

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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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	

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>Business Office Clerk</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Business Office Clerk	<b>Award Type</b>	Certificate of Achievement (COA)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Business Office Clerk</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Business Office Clerk	<b>Award Type</b>	Certificate of Achievement (COA)
<b>Associated Program</b>	Business Office Clerk										
<b>Award Type</b>	Certificate of Achievement (COA)										
<b>Associated Program</b>	Business Office Clerk										
<b>Award Type</b>	Certificate of Achievement (COA)										

Transferability & Gen. Ed. Options			

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

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

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

### **Speciality Hours**

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

### **Credit / Non-Credit Options**


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

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

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

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

## Specifications

Changed	Field	Current Version	Proposed Version
	<b>Methods of Instruction</b>	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**      **Methods of  
Evaluation**

**Changed Field**

**Current Version**


**Proposed Version**

**Methods  
of  
Evaluation**

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

**Methods  
of  
Evaluation**

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

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>Professional uniform (if appropriate) and name tag</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>Professional uniform (if appropriate) and name tag</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>None</li></ul>

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

<b>Title</b>	No value
<b>Author</b>	Green, Michelle A., "Understanding Health Insurance: A Guide to Billing and Reimbursement", 14th edition, Samford, CT: Cengage Learning, 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>	"International Classification of Diseases" (ICD-10), 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>	"Current Procedural Coding" (CPT), 2018.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"Understanding Health Insurance: A Guide to Billing and Reimbursement"
<b>Author</b>	Green, Michelle A.
<b>Publisher</b>	Cengage Learning
<b>Date/Edition</b>	2018, 14th Ed.
<b>ISBN</b>	No value

<b>Title</b>	"International Classification of Diseases" (ICD-10)
<b>Author</b>	AMA
<b>Publisher</b>	Optum Publishing Co.
<b>Date/Edition</b>	2023
<b>ISBN</b>	No value

<b>Title</b>	"Current Procedural Coding" (CPT)
<b>Author</b>	AMA
<b>Publisher</b>	AMA
<b>Date/Edition</b>	2023
<b>ISBN</b>	No value



Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** Leonard, Peggy C.  
"Quick and Easy Medical Terminology".  
St. Louis, MO,: W. B. Saunders Co.,8th Edition. 2017

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

**Reading List** Honeycutt, Alyson and Milliken, Mary Elizabeth.  
"Understanding Human Behavior: A Guide for Health Care Professionals".  
Boston, MA: Cengage Learning, 9th Edition2018.

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

**Reading List** Judson, Karen, Harrison, Carlene  
"Law and Ethics for Health Professions",  
San Francisco, Ca: McGraw Hill, 7th Edition. 2016.

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

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

**Reading List** Simnet, "Computer Concepts". McGraw Hill Publishing, 2013.

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

**Reading List** Hamilton, Byron R. "Electronic Health Records" Spring Charts. New York, NY. McGraw Hill, 3rd Edition. 2013.

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

**Reading List** Gaskin, Shelley; Ferrett, Robert.

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

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate nonverbal communication with patients when an EMR is used.</li> <li>• Explore the use and of equipment and supplies</li> <li>• Demonstrate how to perform eligibility and verification of benefits procedures.</li> <li>• Identify payment options for medical services</li> <li>• Perform administrative skills such as coding, medical transcription, filing and record management in the administrative externships</li> <li>• Apply learned skills to patient education situations</li> <li>• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate nonverbal communication with patients when an EMR is used.</li> <li>• Explore the use and of equipment and supplies</li> <li>• Demonstrate how to perform eligibility and verification of benefits procedures.</li> <li>• Identify payment options for medical services</li> <li>• Perform administrative skills such as coding, medical transcription, filing and record management in the administrative externships</li> <li>• Apply learned skills to patient education situations</li> <li>• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul>

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

**CSLOs** Demonstrate proper Business Office Clerk techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate proper Business Office Clerk techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**Course Outline**




Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Demonstrate nonverbal communication with patients when an EMR is used.               <ol style="list-style-type: none"> <li>1. Demonstrate verbal and nonverbal skills in a medical facility                   <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Body Language</li> <li>3. Eye contact</li> <li>4. Patience</li> </ol> </li> <li>2. Identify the rights of patients and their families                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Consent</li> </ol> </li> <li>3. Recognize the differences between medical claims                   <ol style="list-style-type: none"> <li>1. Paper claims</li> <li>2. Electronic claims</li> <li>3. Insurance claims</li> <li>4. CMS-1500 claim form</li> </ol> </li> </ol> </li> <li>2. Explore the use and of equipment and supplies               <ol style="list-style-type: none"> <li>1. Demonstrate the use of furniture and equipment in the medical facility</li> <li>2. Locate necessary supplies in the medical facility</li> <li>3. Keyboarding</li> <li>4. Demonstrate the basic functions of application software used in the medical setting</li> </ol> </li> <li>3. Demonstrate how to perform eligibility and verification of benefits procedures.               <ol style="list-style-type: none"> <li>1. Insurance benefits</li> <li>2. Preauthorization</li> <li>3. Insurance guidelines</li> </ol> </li> <li>4. Identify payment options for medical services</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate nonverbal communication with patients when an EMR is used.               <ol style="list-style-type: none"> <li>1. Demonstrate verbal and nonverbal skills in a medical facility                   <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Body Language</li> <li>3. Eye contact</li> <li>4. Patience</li> </ol> </li> <li>2. Identify the rights of patients and their families                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Consent</li> </ol> </li> <li>3. Recognize the differences between medical claims                   <ol style="list-style-type: none"> <li>1. Paper claims</li> <li>2. Electronic claims</li> <li>3. Insurance claims</li> <li>4. CMS-1500 claim form</li> </ol> </li> </ol> </li> <li>2. Explore the use and of equipment and supplies               <ol style="list-style-type: none"> <li>1. Demonstrate the use of furniture and equipment in the medical facility</li> <li>2. Locate necessary supplies in the medical facility</li> <li>3. Keyboarding</li> <li>4. Demonstrate the basic functions of application software used in the medical setting</li> </ol> </li> <li>3. Demonstrate how to perform eligibility and verification of benefits procedures.               <ol style="list-style-type: none"> <li>1. Insurance benefits</li> <li>2. Preauthorization</li> <li>3. Insurance guidelines</li> </ol> </li> <li>4. Identify payment options for medical services</li> </ol>

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> <li>1. Payment at Time of Service</li> <li>2. Payment arrangements</li> <li>5. Perform administrative skills such as coding, medical transcription, filing and record management in the administrative externships               <ol style="list-style-type: none"> <li>1. Perform medical transcription in a dedicated transcription department for medical transcription externship</li> <li>2. Translate diagnoses and procedures into codes in the clinical or hospital's business office for coding externship</li> <li>3. Billing procedures</li> <li>4. Perform other administrative skills for remaining externships</li> </ol> </li> <li>6. Apply learned skills to patient education situations               <ol style="list-style-type: none"> <li>1. Demonstrate ability to communicate with patients</li> </ol> </li> <li>7. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.               <ol style="list-style-type: none"> <li>1. Identify cultural differences</li> <li>2. Compare gender differences</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> <li>4. Compare various techniques for working with patients with disabilities</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Payment at Time of Service</li> <li>2. Payment arrangements</li> <li>5. Perform administrative skills such as coding, medical transcription, filing and record management in the administrative externships               <ol style="list-style-type: none"> <li>1. Perform medical transcription in a dedicated transcription department for medical transcription externship</li> <li>2. Translate diagnoses and procedures into codes in the clinical or hospital's business office for coding externship</li> <li>3. Billing procedures</li> <li>4. Perform other administrative skills for remaining externships</li> </ol> </li> <li>6. Apply learned skills to patient education situations               <ol style="list-style-type: none"> <li>1. Demonstrate ability to communicate with patients</li> </ol> </li> <li>7. Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.               <ol style="list-style-type: none"> <li>1. Identify cultural differences</li> <li>2. Compare gender differences</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> <li>4. Compare various techniques for working with patients with disabilities</li> </ol> </li> </ol>











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

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	Banner Start Term (202122)	202122	No Value
!	Banner Division	2BH	No Value
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 096E	HTEC 096E
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HTEC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>CTE Status</b>	Yes	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value
	<b>Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</b>	N	No Value



Changed	Questions	Current Version	Proposed Version
	 Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
	 Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)	Twelve hours laboratory (144 hours total per quarter).	No Value
	 Noncredit Enhanced Funding Indicator	N	No Value
	 In Service Indicator	N	No Value
	 Sports/Physical Education Course Indicator	N	No Value
	 COA Code	C	No Value
	 Fund Code	114000	No Value
	 Organization Code	237003	No Value
	 Account Code	1320	No Value
	 Program Code	120800	No Value

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

HTEC D050., HTEC D060A, HTEC D072., HTEC D073., HTEC D075. and HTEC D101D

HTEC D050., HTEC D060A, HTEC D072., HTEC D073., HTEC D075. and HTEC D101D

**Corequisite(s):**

No Value

No Value

**Advisory(ies):**

No Value

No Value

**Advisory(ies) - Other:**

CIS D004. and CIS D099.

CIS D004. and CIS D099.

**Limitation(s) on Enrollment:**

No Value

No Value

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

No Value

No Value

**Entrance Skills(s):**

No Value

No Value

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

No Value

No Value

**General Course Statement(s):**

No Value


No Value

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

No Value

No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	Updated textbooks and references to reflect current publications
	<b>Outline</b>	No Value	No Value
	<b>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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

## A-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value

---

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

No Value

No Value

### **B-Matrix Form**

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

No Value

No Value

---

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

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**Objective 3:  
Produce  
written work  
using a  
cyclical  
process of  
multiples  
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

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**D-Matrix Form**

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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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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<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

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

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### G-Matrix Form

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
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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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

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

No  
Value

No Value



**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

**Name - Role OR Tab**  
**Date**  
**Part - Field**  
**Type of Edit**  
**Edit**  
**Initiator - Indicate "Y" When Completed**

3/7/24 Kalpin suggested reading  
Specifications- Required from suggested reading list  
Please remove all entries from suggested reading list

**Stage 4:  
Division Dean**

No  
Value


No Value

**Stage 5: SLO  
Coordinator**

No  
Value

No Value



Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Type of Field Edit</b>	<b>Edit</b>	
			4/4/24	Zack Judson G	Matrix G	Required	Complete and upload Matrix G for each of your prerequisites and advisories
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value				
	<b>Stage 9: Articulation Officer</b>	No Value	No Value				
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value				
	<b>Stage 14: 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>	HTECD096E
	<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>
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000527194
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/04/2024

### Summary of Changes

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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

**Section****Changed field**






Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?



Cross-listed Course

Is this a cross-listed course?

**General Information**

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	• eLumenData, eLumenData	• Maureen Miramontes
	<b>Course ID (CB01A and CB01B)</b>	HTECD096F	HTECD096F
	<b>Course Control Number</b>	CCC000527195	CCC000527195
	<b>Course Title (CB02)</b>	Insurance and Coding Externship	Insurance and Coding Externship
	<b>Short Course Title</b>	INSURANCE AND CODING EXTERN	INSURANCE AND CODING EXTERN
	<b>TOP Code (CB03)</b>	1208.00	1208.00 Medical Assisting
	<b>CIP Code</b>	Medical Insurance Coding Specialist/Coder	51.0713 Medical Insurance Coding Specialist/Coder
	<b>Department</b>	HTEC - Health Technologies	HTEC - Health Technologies
	<b>Effective Term</b>	Fall 2021	Fall <del>2024</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Clearly Occupational	Clearly Occupational
	<b>Course Description</b>	Insurance and coding practical experience in medical facilities.	<u>This course provides the</u> Insurance and coding practical experience in medical facilities.
	<b>Course Type (CB27)</b>	No value	• Lower Division
	<b>Mode of Delivery</b>	• NA	• In person ONLY

## Faculty Requirements

Changed	Field	Current Version	Proposed Version
	<b>Discipline 1</b>	No value	<ul style="list-style-type: none"> <li>Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)</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 - HEALTH CARE SERVICES</li> </ul>

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement. The students will have the opportunity to demonstrate in a medical facility the duties of procedural and disease coding, health insurance claims billing, claims registry maintenance, tracing unpaid claims, evaluating rejected claims and to seat for the C.C.A. exam.	This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement. The students will have the opportunity to demonstrate in a medical facility the duties of procedural and disease coding, health insurance claims billing, claims registry maintenance, tracing unpaid claims, evaluating rejected claims and to seat for the C.C.A. exam.

## Foothill Equivalency

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

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

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

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

<b>CTE Course</b>			

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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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	

### 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>Insurance and Coding</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Insurance and Coding	<b>Award Type</b>	Certificate of Achievement (COA)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Insurance and Coding</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Insurance and Coding	<b>Award Type</b>	Certificate of Achievement (COA)
<b>Associated Program</b>	Insurance and Coding										
<b>Award Type</b>	Certificate of Achievement (COA)										
<b>Associated Program</b>	Insurance and Coding										
<b>Award Type</b>	Certificate of Achievement (COA)										

### Transferability & Gen. Ed. Options

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

<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>	12	12
	<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>	0	0
	<b>Lecture Hours - Course Out-of-Class per Term</b>	0	0
	<b>Laboratory Hours - Course In-Class (Contact) per Term</b>	144	144
	<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>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Total - Course In-Class (Contact) Hours</b>	144	144
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	<b>Total - Course Out-of-Class Hours</b>	0	0
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	<b>Total Credit Units - Minimum Credit Units</b>	4	4
--	--	---	---

	<b>Total Credit Units - Maximum Credit Units</b>	4	4
--	--	---	---

**Speciality Hours**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Speciality Hours</b>	No value	No value
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**Credit / Non-Credit Options**

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

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

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

## Specifications

Changed	Field	Current Version	Proposed Version
	<b>Methods of Instruction</b>	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation


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

1. Lab Activity-  
Practice  
techniques  
in the clinical  
site setting  
designed to  
demonstrate  
critical  
thinking skills  
and to  
problem  
solve as  
required
2. Problem  
Solving-  
Working in  
the clinical  
site will  
evaluate the  
student's  
ability to  
apply critical  
thinking skills  
to the real  
clinical  
situation
3. Final  
assessment  
for the  
student is  
based on the  
student's  
ability to  
demonstrate  
learned skills  
and clinical  
site  
worksheets  
designed to  
track and  
evaluate  
student's  
progress and  
performance.

**Methods  
of  
Evaluation**

1. Lab Activity-  
Practice  
techniques  
in the clinical  
site setting  
designed to  
demonstrate  
critical  
thinking skills  
and to  
problem  
solve as  
required
2. Problem  
Solving-  
Working in  
the clinical  
site will  
evaluate the  
student's  
ability to  
apply critical  
thinking skills  
to the real  
clinical  
situation
3. Final  
assessment  
for the  
student is  
based on the  
student's  
ability to  
demonstrate  
learned skills  
and clinical  
site  
worksheets  
designed to  
track and  
evaluate  
student's  
progress and  
performance.



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>Professional uniform (if appropriate) and name tag</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>Professional uniform (if appropriate) and name tag</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>None</li></ul>

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

<b>Title</b>	No value
<b>Author</b>	Green, Michelle A., "Understanding Health Insurance: A Guide to Billing and Reimbursement", 14th edition, Samford, CT: Cengage Learning, 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>	Boyce-Papazian, Lorraine M., ICD-10-CM/PCS Coding, 1 Ed. Upper Saddle River, New Jersey:Pearson Education, 2013
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value

<b>Title</b>	"Understanding Health Insurance: A Guide to Billing and Reimbursement"
<b>Author</b>	Green, Michelle A.
<b>Publisher</b>	Cengage Learning
<b>Date/Edition</b>	2023, 18th Ed.
<b>ISBN</b>	No value

<b>Title</b>	"Current Procedural Coding" (CPT)
<b>Author</b>	Abraham, Michelle
<b>Publisher</b>	AMA
<b>Date/Edition</b>	2023
<b>ISBN</b>	No value

<b>Title</b>	"International Classification of Diseases" (ICD-10)
<b>Author</b>	AMA
<b>Publisher</b>	AMA
<b>Date/Edition</b>	2023
<b>ISBN</b>	No value

**Changed Field**

**Current Version**

**Proposed Version**

<b>Author</b>	Abraham, Michelle, "Current Procedural Coding" (CPT), Chicago, IL, American Medical Association, Standard Ed., 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** Honeycutt, Alyson and Milliken, Mary Elizabeth.  
"Understanding Human Behavior: A Guide for Health Care Professionals".  
Boston, MA: Cengage Learning, 9th Edition. 2018.

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

**Reading List** Chabner, Davi-Ellen.  
"The Language of Medicine". 11th Edition, Philadelphia, PA,; W. B. Saunders Co., 2017.

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

**Reading List** Leonard, Peggy C.,  
"Quick and Easy Medical Terminology",  
8th edition, St. Louis, MO: Saunders Education, 2017

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

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

**Reading List** Diehl, Marcy. "Medical Transcription: Techniques and Procedures". 7th Edition, Philadelphia, PA: Saunders, 2012.

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

**Reading List** Judson, Karen, Harrison, Carlene, "Law and Ethics for Health Professions", San Francisco, Ca: 7th edition, McGraw-Hill, 2016

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

**Reading List** Shier, David, Butler, Jackie and Lewis, Ricki. "Hole's Essentials of Human Anatomy

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

<p><b>May</b> No value  <b>include,</b>  <b>but are</b>  <b>not</b>  <b>limited</b>  <b>to</b></p>
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**Learning Outcomes and Objectives****Changed****Field****Current Version****Proposed Version****Course Objectives**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Organize the various mechanical formats and guidelines used to prepare a history and physical report.</li> <li>• Demonstrate how to use the most current procedural coding system</li> <li>• Analyze the advance purpose of ICD-10-CM Coding Systems books</li> <li>• Recognize the difference of paper claims and electronic claims</li> <li>• Perform administrative skills such as coding, medical transcription, filing and record management in the administrative externships</li> <li>• Apply learned verbal skills to assist in patient education</li> <li>• Describe the responsibilities of a health insurance specialist</li> </ul> | <ul style="list-style-type: none"> <li>• Organize the various mechanical formats and guidelines used to prepare a history and physical report.</li> <li>• Demonstrate how to use the most current procedural coding system</li> <li>• Analyze the advance purpose of ICD-10-CM Coding Systems books</li> <li>• Recognize the difference of paper claims and electronic claims</li> <li>• Perform administrative skills such as coding, medical transcription, filing and record management in the administrative externships</li> <li>• Apply learned verbal skills to assist in patient education</li> <li>• Describe the responsibilities of a health insurance specialist</li> </ul> |
|---|---|

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

**CSLOs** Use proper Insurance and Coding techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Use proper Insurance and Coding techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Organize the various mechanical formats and guidelines used to prepare a history and physical report.               <ol style="list-style-type: none"> <li>1. List and explain the formats on a physical examination summary.                   <ol style="list-style-type: none"> <li>1. Radiology report</li> <li>2. Consultation report</li> <li>3. Laboratory report</li> <li>4. Medicolegal report</li> </ol> </li> <li>2. Identify the rights of patients and their families                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Consent</li> </ol> </li> <li>3. Define the explanation of the (EHR) electronic Health record as a source document                   <ol style="list-style-type: none"> <li>1. Explain problem oriented document</li> <li>2. Inner-office communication</li> <li>3. Examine source-oriented document</li> <li>4. Interpret an integrated document</li> </ol> </li> </ol> </li> <li>2. Demonstrate how to use the most current procedural coding system               <ol style="list-style-type: none"> <li>1. Abstracting medical documentation</li> <li>2. Locating the correct procedural code for billing</li> <li>3. Identify the purpose of CPT codes</li> <li>4. Determine the most accurate code for a procedure or service</li> </ol> </li> <li>3. Analyze the advance purpose of ICD-10-CM Coding Systems books               <ol style="list-style-type: none"> <li>1. Categorize</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Organize the various mechanical formats and guidelines used to prepare a history and physical report.               <ol style="list-style-type: none"> <li>1. List and explain the formats on a physical examination summary.                   <ol style="list-style-type: none"> <li>1. Radiology report</li> <li>2. Consultation report</li> <li>3. Laboratory report</li> <li>4. Medicolegal report</li> </ol> </li> <li>2. Identify the rights of patients and their families                   <ol style="list-style-type: none"> <li>1. Right to privacy</li> <li>2. Choice of treatment</li> <li>3. Consent</li> </ol> </li> <li>3. Define the explanation of the (EHR) electronic Health record as a source document                   <ol style="list-style-type: none"> <li>1. Explain problem oriented document</li> <li>2. Inner-office communication</li> <li>3. Examine source-oriented document</li> <li>4. Interpret an integrated document</li> </ol> </li> </ol> </li> <li>2. Demonstrate how to use the most current procedural coding system               <ol style="list-style-type: none"> <li>1. Abstracting medical documentation</li> <li>2. Locating the correct procedural code for billing</li> <li>3. Identify the purpose of CPT codes</li> <li>4. Determine the most accurate code for a procedure or service</li> </ol> </li> <li>3. Analyze the advance purpose of ICD-10-CM Coding Systems books               <ol style="list-style-type: none"> <li>1. Categorize</li> </ol> </li> </ol>



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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>2. Identify diseases</li> <li>3. Compare guidelines</li> <li>4. Recognize the difference of paper claims and electronic claims           <ul style="list-style-type: none"> <li>1. Insurance claim forms</li> <li>2. CMS-1500 claim form</li> </ul> </li> <li>5. Perform administrative skills such as coding, medical transcription, filing and record management in the administrative externships           <ul style="list-style-type: none"> <li>1. Perform medical transcription in a dedicated transcription department for medical transcription externship</li> <li>2. Translate diagnoses and procedures into codes in the clinical or hospital's business office for coding externship</li> <li>3. Perform other administrative skills for remaining externships</li> </ul> </li> <li>6. Apply learned verbal skills to assist in patient education           <ul style="list-style-type: none"> <li>1. Demonstrate ability to teach patients</li> <li>2. Assist with Healthcare Issues</li> </ul> </li> <li>7. Describe the responsibilities of a health insurance specialist           <ul style="list-style-type: none"> <li>1. HIPAA</li> <li>2. HMO's and PPO's</li> <li>3. Preauthorizations</li> <li>4. Modifiers</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>2. Identify diseases</li> <li>3. Compare guidelines</li> <li>4. Recognize the difference of paper claims and electronic claims           <ul style="list-style-type: none"> <li>1. Insurance claim forms</li> <li>2. CMS-1500 claim form</li> </ul> </li> <li>5. Perform administrative skills such as coding, medical transcription, filing and record management in the administrative externships           <ul style="list-style-type: none"> <li>1. Perform medical transcription in a dedicated transcription department for medical transcription externship</li> <li>2. Translate diagnoses and procedures into codes in the clinical or hospital's business office for coding externship</li> <li>3. Perform other administrative skills for remaining externships</li> </ul> </li> <li>6. Apply learned verbal skills to assist in patient education           <ul style="list-style-type: none"> <li>1. Demonstrate ability to teach patients</li> <li>2. Assist with Healthcare Issues</li> </ul> </li> <li>7. Describe the responsibilities of a health insurance specialist           <ul style="list-style-type: none"> <li>1. HIPAA</li> <li>2. HMO's and PPO's</li> <li>3. Preauthorizations</li> <li>4. Modifiers</li> </ul> </li> </ul> |
|---|---|

**Lab Component in this Course**

No

No

**Lab Outline**

No value

No value

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2BH	No Value
!	<b>Catalog Term (21-22)</b>	21-22	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2018	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	HTEC 096F	HTEC 096F
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	HTEC	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
!	<b>CTE Status</b>	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value
!	<b>Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)</b>	N	No Value
!	<b>Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)</b>	N	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</b>	Twelve hours laboratory (144 hours total per quarter).	No Value
!	<b>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	237003	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	120800	No Value
!	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	No Value	No Value
!	<b>Print/No Print to Catalog</b>	Yes	No Value

Req/Adv

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	BIOL D054G, BIOL D054H, BIOL D054I, BIOL D054J; and HTEC D050., HTEC D060A, HTEC D060G, HTEC D060H, HTEC D061., HTEC D072., HTEC D073., HTEC D076A, HTEC D076B, HTEC D101C and HTEC D101D	BIOL D054G, BIOL D054H, BIOL D054I, BIOL D054J; and HTEC D050., HTEC D060A, HTEC D060G, HTEC D060H, HTEC D061., HTEC D072., HTEC D073., HTEC D076A, HTEC D076B, HTEC D101C and HTEC D101D
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>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

### Summary of Revisions

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Specifications</b>	No Value	Updated textbooks and references to reflect current publications
	<b>Outline</b>	No Value	No Value
	<b>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
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**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### A-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 4:**  
**Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value

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

No Value

No Value

### **B-Matrix Form**

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

No Value

No Value

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### **C-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

---

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

No Value

No Value

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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

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**D-Matrix Form**

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

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

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**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

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

No Value

No Value

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<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

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

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**G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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	<b>Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.</b>	No Value	No Value
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### De Anza GE Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</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	No Value
	<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	No Value



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No  
Value

No Value



**Stage 3:  
Division  
Curriculum  
Representative**

No  
Value

**Date**

**Name - Role  
OR Tab**

**Part -  
Field**

**Type of  
Edit**

**Edit**

**Initiator -  
Indicate  
"Y" When  
Completed**

3/7/24 Specifications Suggested reading Required from suggested reading list

Please remove all entries from suggested reading list

**Stage 4:  
Division Dean**


No  
Value

No Value

**Stage 5: SLO  
Coordinator**

No  
Value

No Value

Changed	Questions	Current Version	Proposed Version						
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>		<b>Initiator - Indicate "Y" When Completed</b>
			4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix G for each of your prerequisites		
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value						
	<b>Stage 9: Articulation Officer</b>	No Value	No Value						
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value						
	<b>Stage 14: 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>	HTECD096F
	<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>
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000527195
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/04/2024

### Summary of Changes

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

<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?

**Section****Changed field**

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?

**General Information****Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• eLumenData, eLumenData

• Maureen Miramontes

**Course ID (CB01A and CB01B)**

HTECD096G

HTECD096G

**Course Control Number**

CCC000527196

CCC000527196

**Course Title (CB02)**

Medical Transcription Externship

Medical Transcription Externship

**Short Course Title**

MED TRANSCRIPTION EXTERNSHIP

MED TRANSCRIPTION EXTERNSHIP

**TOP Code (CB03)**

1208.00

1208.00 Medical Assisting

**CIP Code**

Medical/Clinical Assistant

51.0801 Medical/Clinical Assistant

**Department**

HTEC - Health Technologies

HTEC - Health Technologies

**Effective Term**

Fall 2021

Fall ~~2024~~ 2025**SAM Priority Code (CB09)**

Clearly Occupational

Clearly Occupational

**Course Description**

Medical transcription practical experience in medical facilities.



This course provides the Medical transcription practical experience in medical facilities.**Course Type (CB27)**

No value

• Lower Division



Changed	Field	Current Version	Proposed Version
	Mode of Delivery	• NA	• In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> <li>Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)</li> </ul>
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - HEALTH CARE SERVICES</li> </ul>

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement in Health Technologies. The student will transcribe audio dictation detailing a patient's medical records into electronic record system (EHR). Edits speech recognition and documentation of patient's medical records into an EHR while on their externship.</p>	<p>This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement in Health Technologies. The student will transcribe audio dictation detailing a patient's medical records into electronic record system (EHR). <del>Edits</del> <u>The student will make edits</u> speech recognition and documentation of patient's medical records into an EHR while on their externship.</p>

## Foothill Equivalency

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

	Foothill Course ID	No value	
--	--------------------	----------	--

## Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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## Formerly Statement

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

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

### CTE Course

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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

No value

No

### Cross-listed Course

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

No value

No

### 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	

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>Medical Transcribing with Editing</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Medical Transcribing with Editing	<b>Award Type</b>	Certificate of Achievement (COA)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Medical Transcribing with Editing</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Medical Transcribing with Editing	<b>Award Type</b>	Certificate of Achievement (COA)
<b>Associated Program</b>	Medical Transcribing with Editing										
<b>Award Type</b>	Certificate of Achievement (COA)										
<b>Associated Program</b>	Medical Transcribing with Editing										
<b>Award Type</b>	Certificate of Achievement (COA)										

Transferability & Gen. Ed. Options

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

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

### **Speciality Hours**

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

### **Credit / Non-Credit Options**

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


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

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

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



## Specifications

Changed	Field	Current Version	Proposed Version
	<b>Methods of Instruction</b>	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation

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

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

**Methods  
of  
Evaluation**

1. Lab Activity-Practice techniques in the clinical site setting designed to demonstrate critical thinking skills and to problem solve as required
2. Problem Solving-Working in the clinical site will evaluate the student's ability to apply critical thinking skills to the real clinical situation
3. Final assessment for the student is based on the student's ability to demonstrate learned skills and clinical site worksheets designed to track and evaluate student's progress and performance.

**Changed Field****Current Version****Proposed Version****Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- Headset, Flash drive

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- Headset, Flash drive

**Essential College Facilities:**

- None

**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Diehl, Marcy. "Medical Transcription: Techniques and Procedures". Philadelphia, PA: Saunders, 7th Edition, 2012.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Hamilton, Byron R. "Electronic Health Records" Spring Charts. New York, NY. McGraw Hill, 3rd Edition, 2013
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"Medical Transcription: Techniques and Procedures"
<b>Author</b>	Diehl, Marcy
<b>Publisher</b>	Saunders
<b>Date/Edition</b>	2012, 7th Ed.
<b>ISBN</b>	No value

<b>Title</b>	"Electronic Health Records"
<b>Author</b>	Hamilton, Byron R
<b>Publisher</b>	McGraw Hill
<b>Date/Edition</b>	2013,3rd Ed.
<b>ISBN</b>	No value

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** Honeycutt, Alyson and Milliken, Mary Elizabeth.  
"Understanding Human Behavior: A Guide for Health Care Professionals".  
Boston, MA: Cengage Learning, 9th Edition, 2018.

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

**Reading List** Chabner, Davi-Ellen.  
"The Language of Medicine".  
Philadelphia: W. B. Saunders Co., 11th Edition, 2017.

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

**Reading List** Leonard, Peggy C.,  
"Quick and Easy Medical Terminology",  
8th edition, St. Louis, MO: Saunders Education, 2017

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

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

**Reading List** Judson, Karen, Harrison, Carlene, "Law and Ethics for Health Professions", San Francisco, Ca: 7th edition, McGraw-Hill, 2016

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

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Identify the medical references available for medical transcription</li> <li>• Organize the use and maintenance of medical transcription equipment and supplies</li> <li>• Evaluate interpersonal skills effectively to build and maintain cooperative working relationships</li> <li>• Define the terms relevant to medical transcription</li> <li>• Perform administrative skills such as medical transcription, filing and record management in the administrative externships</li> <li>• Demonstrate job-related knowledge and skills to improve performance and adjust to change</li> <li>• Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the medical references available for medical transcription</li> <li>• Organize the use and maintenance of medical transcription equipment and supplies</li> <li>• Evaluate interpersonal skills effectively to build and maintain cooperative working relationships</li> <li>• Define the terms relevant to medical transcription</li> <li>• Perform administrative skills such as medical transcription, filing and record management in the administrative externships</li> <li>• Demonstrate job-related knowledge and skills to improve performance and adjust to change</li> <li>• Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul>

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

**CSLOs** Demonstrate proper Medical Transcription techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate proper Medical Transcription techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**Course Outline**



Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Identify the medical references available for medical transcription               <ol style="list-style-type: none"> <li>1. Identify style guide for medical transcription                   <ol style="list-style-type: none"> <li>1. Medical specialties</li> <li>2. Terminology</li> <li>3. Pharmacology</li> <li>4. Human Biology</li> </ol> </li> <li>2. Demonstrate gastroenterology and orthopedics transcription and editing of medical dictation to provide a permanent record of patient care.                   <ol style="list-style-type: none"> <li>1. Recognize inconsistencies</li> <li>2. Interpret discrepancies</li> <li>3. Evaluate inaccuracies in medical dictation</li> </ol> </li> <li>3. Demonstrate clarification of dictation seeking assistance if necessary                   <ol style="list-style-type: none"> <li>1. Illustrate formats of reports according to guidelines</li> <li>2. Inner-office communication</li> <li>3. Recognize report problems and errors,</li> <li>4. Identifies discrepancies in dictation and patient records.</li> </ol> </li> </ol> </li> <li>2. Organize the use and maintenance of medical transcription equipment and supplies               <ol style="list-style-type: none"> <li>1. Demonstrate the use of furniture and equipment in the medical facility</li> <li>2. Locate necessary headsets in the medical</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the medical references available for medical transcription               <ol style="list-style-type: none"> <li>1. Identify style guide for medical transcription                   <ol style="list-style-type: none"> <li>1. Medical specialties</li> <li>2. Terminology</li> <li>3. Pharmacology</li> <li>4. Human Biology</li> </ol> </li> <li>2. Demonstrate gastroenterology and orthopedics transcription and editing of medical dictation to provide a permanent record of patient care.                   <ol style="list-style-type: none"> <li>1. Recognize inconsistencies</li> <li>2. Interpret discrepancies</li> <li>3. Evaluate inaccuracies in medical dictation</li> </ol> </li> <li>3. Demonstrate clarification of dictation seeking assistance if necessary                   <ol style="list-style-type: none"> <li>1. Illustrate formats of reports according to guidelines</li> <li>2. Inner-office communication</li> <li>3. Recognize report problems and errors,</li> <li>4. Identifies discrepancies in dictation and patient records.</li> </ol> </li> </ol> </li> <li>2. Organize the use and maintenance of medical transcription equipment and supplies               <ol style="list-style-type: none"> <li>1. Demonstrate the use of furniture and equipment in the medical facility</li> <li>2. Locate necessary headsets in the medical</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		<p>facility</p> <p>3. Demonstrate documentation in EHR</p> <p>4. Demonstrate the use of speech recognition devices</p> <p>3. Evaluate interpersonal skills effectively to build and maintain cooperative working relationships</p> <p>1. Organize a positive and cooperative manner with manager and coworkers</p> <p>2. Compare and contrast group efforts in medical transcription</p> <p>3. Prepare and handle difficult and sensitive situations tactfully</p> <p>4. Define the terms relevant to medical transcription</p> <p>1. Compare and review policies and procedures related to medicolegal matters</p> <p>2. Differentiate between retention of records</p> <p>5. Perform administrative skills such as medical transcription, filing and record management in the administrative externships</p> <p>1. Perform medical transcription in a dedicated transcription department for medical transcription externship</p> <p>2. Assess the medical records and release of information policies.</p> <p>3. Perform other administrative skills for remaining externships</p> <p>6. Demonstrate job-related knowledge and skills to improve performance and adjust to change</p> <p>1. Compare and contrast policies and procedures</p>	<p>facility</p> <p>3. Demonstrate documentation in EHR</p> <p>4. Demonstrate the use of speech recognition devices</p> <p>3. Evaluate interpersonal skills effectively to build and maintain cooperative working relationships</p> <p>1. Organize a positive and cooperative manner with manager and coworkers</p> <p>2. Compare and contrast group efforts in medical transcription</p> <p>3. Prepare and handle difficult and sensitive situations tactfully</p> <p>4. Define the terms relevant to medical transcription</p> <p>1. Compare and review policies and procedures related to medicolegal matters</p> <p>2. Differentiate between retention of records</p> <p>5. Perform administrative skills such as medical transcription, filing and record management in the administrative externships</p> <p>1. Perform medical transcription in a dedicated transcription department for medical transcription externship</p> <p>2. Assess the medical records and release of information policies.</p> <p>3. Perform other administrative skills for remaining externships</p> <p>6. Demonstrate job-related knowledge and skills to improve performance and adjust to change</p> <p>1. Compare and contrast policies and procedures</p>

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

- | Changed Field                       | Current Version  | Proposed Version   |
|-------------------------------------|--|--|
|                                     | <p>to contribute to the efficiency of the medical transcription department</p> <p>2. Compare and contrast the policies, procedures, and priorities of a medical transcription department</p> <p>7. Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</p> <ol style="list-style-type: none"> <li>1. Evaluate cultural confidentiality</li> <li>2. Recognize gender's right to privacy</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> <li>4. Compare various techniques for working with patients with disabilities</li> </ol> | <p>to contribute to the efficiency of the medical transcription department</p> <p>2. Compare and contrast the policies, procedures, and priorities of a medical transcription department</p> <p>7. Recognize medical transcription and editing alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</p> <ol style="list-style-type: none"> <li>1. Evaluate cultural confidentiality</li> <li>2. Recognize gender's right to privacy</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> <li>4. Compare various techniques for working with patients with disabilities</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****Banner Start Term (202122)**

202122

No Value

**Banner Division**

2BH

No Value

Changed	Questions	Current Version	Proposed Version
!	Catalog Term (21-22)	21-22	No Value
!	5 Year Revision Year (2021)	2018	No Value
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2018	No Value
	Sort ID (00 < 10; 0 < 100)	HTEC 096G	HTEC 096G
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	HTEC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value


Changed	Questions	Current Version	Proposed Version
	<b>!</b> Emergency Approval	No	No Value
	<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).)	Twelve hours laboratory (144 hours total per quarter).	No Value
	<b>!</b> Noncredit Enhanced Funding Indicator	N	No Value

Changed	Questions	Current Version	Proposed Version
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	237003	No Value
!	Account Code	1320	No Value
!	Program Code	120800	No Value
!	Percent	100	No Value
	Curriculum Office Notes	No Value	No Value
!	Print/No Print to Catalog	Yes	No Value

**Req/Adv**

Changed	Questions	Current Version	Proposed Version
	<b>Prerequisite(s):</b>	HTEC D050., HTEC D060A, HTEC D060G, HTEC D060H, HTEC D061., HTEC D073., HTEC D074A, HTEC D074B, HTEC D074C, HTEC D101C, HTEC D101H, HTEC D101J, and HTEC D101K	HTEC D050., HTEC D060A, HTEC D060G, HTEC D060H, HTEC D061., HTEC D073., HTEC D074A, HTEC D074B, HTEC D074C, HTEC D101C, HTEC D101H, HTEC D101J, and HTEC D101K
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	No Value	No Value
	<b>Advisory(ies) - Other:</b>	No Value	No Value

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

<b>Summary of Revisions</b>			
<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Basic Course Information</b>	No Value	Course justification update
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

<b>Blue Form</b>

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



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

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

No Value

No Value

### **A-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose  
essays drawn  
from personal  
experience  
and assigned  
texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**B-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><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

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

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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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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**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

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

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**G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**De Anza GE Form**

Changed	Questions	Current Version	Proposed Version
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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



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</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	No Value
	<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	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

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

No  
Value

No Value



**Stage 3:  
Division  
Curriculum  
Representative**


No  
Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/7/24	Specifications	Suggested reading	Required	Please remove all entries from suggested reading list Please edit to ensure acceptable sentence structures	
	Basic course info	Course justification	Required		

**Stage 4:  
Division Dean**

No  
Value

No Value

Changed	Questions	Current Version	Proposed Version												
	<b>Stage 5: SLO Coordinator</b>	No Value	No Value												
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/4/24</td> <td>Zack Judson</td> <td>Matrix G</td> <td>Required</td> <td>Complete and upload Matrix G for each of your prerequisites</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix G for each of your prerequisites	
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix G for each of your prerequisites											
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value												
	<b>Stage 9: Articulation Officer</b>	No Value	No Value												
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value												
	<b>Stage 14: 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>	HTECD096G
	<b>Distance Education Approved</b>	No
	<b>Board of Trustees Approval Date</b>	

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
--	--------------------------------	-------------------------

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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
--	--	-------------------------

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	<b>Course Control Number</b>	CCC000527196
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT- NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
06/04/2024

### Summary of Changes

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



<b>Section</b>	<b>Changed field</b>
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?

**Section****Changed field**

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?

**General Information****Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• eLumenData, eLumenData

• Maureen Miramontes

**Course ID (CB01A and CB01B)**

HTECD096H

HTECD096H

**Course Control Number**

CCC000527197

CCC000527197

**Course Title (CB02)**

EKG Externship

EKG Externship

**Short Course Title**

EKG EXTERNSHIP

EKG EXTERNSHIP

**TOP Code (CB03)**

1208.00

1208.00 Medical Assisting

**CIP Code**

Medical/Clinical Assistant

51.0801 Medical/Clinical Assistant

**Department**

HTEC - Health Technologies

HTEC - Health Technologies

**Effective Term**

Fall 2021

Fall ~~2024~~ 2025**SAM Priority Code (CB09)**

Clearly Occupational

Clearly Occupational

**Course Description**



Lab assisting practical experience in medical facilities.

This course provides the Lab assisting practical experience in medical facilities.**Course Type (CB27)**

No value

• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	• NA	• In person ONLY

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none"> <li>Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)</li> </ul>
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - HEALTH CARE SERVICES</li> </ul>

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement in Health Technologies. In this course, students will be able to perform electrocardiograms and recognize arrhythmia's in local clinical sites as part of the program.</p>	<p>This course is CSU transferable and part of a CTE program. This course belongs on the Certificate of Achievement in Health Technologies. In this course, students will be able to perform electrocardiograms and recognize arrhythmia's in local clinical sites as part of the program.</p>

Foothill Equivalency			

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

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

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

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

<b>CTE Course</b>			

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

No value

Yes

### Honors/Non-honors Course

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

No value

No

### Mirrored Credit/Noncredit Course

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



Is this a  
mirrored  
credit/noncredit  
course?

No value

No

### Cross-listed Course

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



Is this a  
cross-listed  
course?

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	<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	

<b>Associated Programs</b>											
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>Lab Assisting (In Development)</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Lab Assisting (In Development)	<b>Award Type</b>	Certificate of Achievement (COA)	<table border="1"> <tr> <td><b>Associated Program</b></td> <td>Lab Assisting (In Development)</td> </tr> <tr> <td><b>Award Type</b></td> <td>Certificate of Achievement (COA)</td> </tr> </table>	<b>Associated Program</b>	Lab Assisting (In Development)	<b>Award Type</b>	Certificate of Achievement (COA)
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<b>Award Type</b>		Certificate of Achievement (COA)									
<b>Associated Program</b>	Lab Assisting										
<b>Award Type</b>	Certificate of Achievement (COA)										

## Transferability & Gen. Ed. Options

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

## Weekly Student Hours - Profile Name: Default Profile

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

### **Speciality Hours**

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

### **Credit / Non-Credit Options**


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

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

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

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

## Specifications

Changed	Field	Current Version	Proposed Version
	<b>Methods of Instruction</b>	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>	<p><b>Methods of Instruction</b> Methods of Instruction</p> <p><b>Methods of Instruction</b> Discussion of assigned reading Laboratory problem solving performed in externship Laboratory experience which involves students in clinical sites Discussions and problem solving performed at weekly meetings with clinical site supervisor and externship coordinator</p>
	<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>	<ol style="list-style-type: none"> <li>1. Perform work as assigned by clinical site supervisor</li> <li>2. Discuss methodologies, theories and interpretation of results with student clinical site supervisor.</li> <li>3. Analyze progress, answer questions, address concerns and review daily worksheets during weekly meetings with the clinical site supervisor</li> </ol>

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**      Methods of  
Evaluation

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

1. Lab Activity-  
Practice  
techniques  
in the clinical  
site setting  
designed to  
demonstrate  
critical  
thinking skills  
and to  
problem  
solve as  
required
2. Problem  
Solving-  
Working in  
the clinical  
site will  
evaluate the  
student's  
ability to  
apply critical  
thinking skills  
to the real  
clinical  
situation
3. Final  
assessment  
for the  
student is  
based on the  
student's  
ability to  
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and clinical  
site  
worksheets  
designed to  
track and  
evaluate  
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progress and  
performance.

**Methods  
of  
Evaluation**

1. Lab Activity-  
Practice  
techniques  
in the clinical  
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learned skills  
and clinical  
site  
worksheets  
designed to  
track and  
evaluate  
student's  
progress and  
performance.

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>Professional medical uniform (if appropriate) and name tag</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>Professional medical uniform (if appropriate) and name tag</li> </ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"> <li>None</li> </ul>

! **Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Huff, Jane. "ECG Workout, Exercises in Arrhythmia Interpretation". Philadelphia, PA: J.B. Lippincott, 7th Edition, 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"ECG Workout, Exercises in Arrhythmia Interpretation"
<b>Author</b>	Huff, Jane
<b>Publisher</b>	Lippincott
<b>Date/Edition</b>	2016, 7th Ed.
<b>ISBN</b>	No value

Changed Field

Current Version

Proposed Version



**Suggested Reading List**

No value

**Reading List** McCall, R.E. and C.M. Tankersley, "Phlebotomy Essentials", Philadelphia, PA: Lippincott, 6th Edition, 2016.

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

**Reading List** Chabner, Davi-Ellen. "The Language of Medicine". Philadelphia: W. B. Saunders Co., 2011.

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

**Reading List** Leonard, Peggy. "Quick and Easy Medical Terminology". Elsevier St. Louis, MI: 8th Edition, 2017.

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

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

**Reading List** Bonewit-West, Kathy. "Clinical Procedures for Medical Assistants". Philadelphia, PA: W.B. Saunders Co., 10th Edition. 2017.

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

**Reading List** Judson, Karen, Harrison, Carlene, "Law and Ethics for Health Professions", San Francisco, Ca: 7th edition, McGraw-Hill, 2016

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

**Reading List** Honeycutt, Alyson and Milliken, Mary Elizabeth. "Understanding Human Behavior: A Guide for Health Care Professionals". Boston, MA: Cengage Learning, 9th Edition. 2018.



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

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

**Learning Outcomes and Objectives****Changed Field****Current Version****Proposed Version****Course Objectives**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Define common terms used in electrocardiography, physical therapy, radiology and diagnostic procedures</li> <li>• Explain the use and maintenance of equipment and supplies</li> <li>• Describe common types of artifact, causes of each type, and interventions needed with each type</li> <li>• Analyze normal and abnormal electrocardiograms</li> <li>• Demonstrate the preparation of patients for testing in a clinical setting if appropriate</li> <li>• Describe patient preparation, monitoring and evaluation before, during and following treatments</li> <li>• Perform appropriate procedures in the clinical setting such as electrocardiography for EKG technologists</li> <li>• Apply learned skills to patient education situations</li> <li>• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul> | <ul style="list-style-type: none"> <li>• Define common terms used in electrocardiography, physical therapy, radiology and diagnostic procedures</li> <li>• Explain the use and maintenance of equipment and supplies</li> <li>• Describe common types of artifact, causes of each type, and interventions needed with each type</li> <li>• Analyze normal and abnormal electrocardiograms</li> <li>• Demonstrate the preparation of patients for testing in a clinical setting if appropriate</li> <li>• Describe patient preparation, monitoring and evaluation before, during and following treatments</li> <li>• Perform appropriate procedures in the clinical setting such as electrocardiography for EKG technologists</li> <li>• Apply learned skills to patient education situations</li> <li>• Recognize alternative perspectives of the delivery of health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</li> </ul> |
|--|--|

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

**CSLOs** Demonstrate proper EKG techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate proper EKG techniques in the clinical environment.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0

**CSLOs** Illustrate medicolegal principles and codes of ethics that must be considered in the daily operation of the clinical facilities.

**Expected SLO Performance** 0.0







**Course Outline**







Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Define common terms used in electrocardiography, physical therapy, radiology and diagnostic procedures               <ol style="list-style-type: none"> <li>1. Measure and assess heart rhythms using an electrocardiograph                   <ol style="list-style-type: none"> <li>1. P wave</li> <li>2. QRS complex</li> <li>3. T wave</li> <li>4. U wave</li> </ol> </li> <li>2. Identify cardiac structures and trace the electrical conduction of the cardiac conduction system                   <ol style="list-style-type: none"> <li>1. Discuss the structures of the heart</li> <li>2. Explain the electrical conduction system of the heart</li> <li>3. Demonstrate use and purpose of the electrocardiograph components</li> </ol> </li> <li>3. Describe the purpose of standardization of the electrocardiograph                   <ol style="list-style-type: none"> <li>1. Classify the 12 leads</li> <li>2. Limb leads</li> <li>3. Chest leads</li> <li>4. Augmented leads</li> </ol> </li> </ol> </li> <li>2. Explain the use and maintenance of equipment and supplies               <ol style="list-style-type: none"> <li>1. Electrocardiogram</li> <li>2. Holter Monitor</li> <li>3. Physical Therapy supplies</li> <li>4. Assisted Ambulatory devices</li> </ol> </li> <li>3. Describe common types of artifact, causes of each type, and interventions needed with each type               <ol style="list-style-type: none"> <li>1. Muscle</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Define common terms used in electrocardiography, physical therapy, radiology and diagnostic procedures               <ol style="list-style-type: none"> <li>1. Measure and assess heart rhythms using an electrocardiograph                   <ol style="list-style-type: none"> <li>1. P wave</li> <li>2. QRS complex</li> <li>3. T wave</li> <li>4. U wave</li> </ol> </li> <li>2. Identify cardiac structures and trace the electrical conduction of the cardiac conduction system                   <ol style="list-style-type: none"> <li>1. Discuss the structures of the heart</li> <li>2. Explain the electrical conduction system of the heart</li> <li>3. Demonstrate use and purpose of the electrocardiograph components</li> </ol> </li> <li>3. Describe the purpose of standardization of the electrocardiograph                   <ol style="list-style-type: none"> <li>1. Classify the 12 leads</li> <li>2. Limb leads</li> <li>3. Chest leads</li> <li>4. Augmented leads</li> </ol> </li> </ol> </li> <li>2. Explain the use and maintenance of equipment and supplies               <ol style="list-style-type: none"> <li>1. Electrocardiogram</li> <li>2. Holter Monitor</li> <li>3. Physical Therapy supplies</li> <li>4. Assisted Ambulatory devices</li> </ol> </li> <li>3. Describe common types of artifact, causes of each type, and interventions needed with each type               <ol style="list-style-type: none"> <li>1. Muscle</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		<ul style="list-style-type: none"> <li>2. Wandering</li> <li>3. 60 Cycle Interference</li> <li>4. Analyze normal and abnormal electrocardiograms               <ul style="list-style-type: none"> <li>1. Identify normal and abnormal heart rhythms</li> <li>2. Explain the significance and interventions associated with normal and abnormal heart rhythms</li> </ul> </li> <li>5. Demonstrate the preparation of patients for testing in a clinical setting if appropriate               <ul style="list-style-type: none"> <li>1. Describe how to prepare patients for testing</li> <li>2. Answer inquiries concerning tests</li> <li>3. Identify what to do if a patient objects to the test</li> </ul> </li> <li>6. Describe patient preparation, monitoring and evaluation before, during and following treatments               <ul style="list-style-type: none"> <li>1. Record a patient's health history (medical assisting)</li> <li>2. Demonstrate charting in the medical record or completing a requisition</li> </ul> </li> <li>7. Perform appropriate procedures in the clinical setting such as electrocardiography for EKG technologists               <ul style="list-style-type: none"> <li>1. Demonstrate the procedure for running a 12-lead ECG</li> <li>2. Express need to consider cultural variances while performing EKG procedure</li> </ul> </li> <li>8. Apply learned skills to patient education situations               <ul style="list-style-type: none"> <li>1. Demonstrate ability to teach patients</li> <li>2. Demonstrate compassion and professionalism</li> </ul> </li> <li>9. Recognize alternative perspectives of the delivery of</li> </ul>	<ul style="list-style-type: none"> <li>2. Wandering</li> <li>3. 60 Cycle Interference</li> <li>4. Analyze normal and abnormal electrocardiograms               <ul style="list-style-type: none"> <li>1. Identify normal and abnormal heart rhythms</li> <li>2. Explain the significance and interventions associated with normal and abnormal heart rhythms</li> </ul> </li> <li>5. Demonstrate the preparation of patients for testing in a clinical setting if appropriate               <ul style="list-style-type: none"> <li>1. Describe how to prepare patients for testing</li> <li>2. Answer inquiries concerning tests</li> <li>3. Identify what to do if a patient objects to the test</li> </ul> </li> <li>6. Describe patient preparation, monitoring and evaluation before, during and following treatments               <ul style="list-style-type: none"> <li>1. Record a patient's health history (medical assisting)</li> <li>2. Demonstrate charting in the medical record or completing a requisition</li> </ul> </li> <li>7. Perform appropriate procedures in the clinical setting such as electrocardiography for EKG technologists               <ul style="list-style-type: none"> <li>1. Demonstrate the procedure for running a 12-lead ECG</li> <li>2. Express need to consider cultural variances while performing EKG procedure</li> </ul> </li> <li>8. Apply learned skills to patient education situations               <ul style="list-style-type: none"> <li>1. Demonstrate ability to teach patients</li> <li>2. Demonstrate compassion and professionalism</li> </ul> </li> <li>9. Recognize alternative perspectives of the delivery of</li> </ul>

Changed	Field	Current Version	Proposed Version
		<p>health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</p> <ol style="list-style-type: none"> <li>1. Identify cultural differences</li> <li>2. Compare gender differences</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> <li>4. Compare various techniques for working with patients with disabilities</li> </ol>	<p>health care with regard to gender, persons of different cultural backgrounds and those persons with disabilities.</p> <ol style="list-style-type: none"> <li>1. Identify cultural differences</li> <li>2. Compare gender differences</li> <li>3. Describe various techniques for working with co-workers with disabilities</li> <li>4. Compare various techniques for working with patients with disabilities</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
	<b>Catalog Term (21-22)</b>	21-22	No Value
	<b>5 Year Revision Year (2021)</b>	2019	No Value
	<b>Effective Quarter</b>	Fall	No Value
	<b>Effective Year (2021)</b>	2019	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	HTEC 096H	HTEC 096H
	<b>Course Status</b>	Non-substantial	Non-substantial
	<b>Course Status Code</b>	A	No Value
	<b>Banner Department</b>	HTEC	No Value
	<b>Course Level</b>	DU	No Value
	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	CTE	CTE
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<b>Cross-Listed/Related Course ID's</b>	No Value	No Value
	<b>CTE Status</b>	Yes	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Emergency Approval</b>	No	No Value

Changed	Questions	Current Version	Proposed Version
	<p><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)</p>	N	No Value
	<p><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)</p>	N	No Value
	<p><b>!</b> Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)</p>	Twelve hours laboratory (144 hours total per quarter).	No Value
	<p><b>!</b> Noncredit Enhanced Funding Indicator</p>	N	No Value
	<p><b>!</b> In Service Indicator</p>	N	No Value

Changed	Questions	Current Version	Proposed Version
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**Sports/Physical Education Course Indicator**

N

No Value



**COA Code**

C

No Value



**Fund Code**

114000

No Value



**Organization Code**

237003

No Value



**Account Code**

1320

No Value



**Program Code**

120800

No Value



**Percent**

100

No Value

**Curriculum Office Notes**

No Value

No Value



**Print/No Print to Catalog**

Yes

No Value

**Req/Adv**

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

HTEC D050., HTEC D060A, HTEC D064A, HTEC D064B, HTEC D073., HTEC D090G, HTEC D091., HTEC D101A, HTEC D101B and HTEC D101F

HTEC D050., HTEC D060A, HTEC D064A, HTEC D064B, HTEC D073., HTEC D090G, HTEC D091., HTEC D101A, HTEC D101B and HTEC D101F

**Corequisite(s):**

No Value

No Value

**Advisory(ies):**

No Value

No Value

**Advisory(ies) - Other:**

No Value

No Value



**Limitation(s) on Enrollment:**

No Value

No Value



Changed	Questions	Current Version	Proposed Version
	<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

<b>Summary of Revisions</b>			
Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	Course justification update
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	Updated textbooks and references to reflect current publications
	<b>Outline</b>	No Value	No Value
	<b>Other</b>	No Value	No Value

<b>Blue Form</b>

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

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

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

No Value

No Value

### **A-Matrix Form**

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

No Value

No Value

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

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 2:  
Compose  
essays drawn  
from personal  
experience  
and assigned  
texts.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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### **B-Matrix Form**

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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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### **C-Matrix Form**

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

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

<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

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

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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
	<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>	<p>No Value</p>	<p>No Value</p>
	<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>	<p>No Value</p>	<p>No Value</p>

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### De Anza GE - ESGC Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Criteria 5:**  
**Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

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

No Value

No Value



**Stage 3:**  
**Division Curriculum Representative**

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
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**3/7/24** Kalpin suggested reading Specifications-

required from suggested reading list  
 Please remove all entries

**Stage 4:**  
**Division Dean**


No Value

No Value

**Stage 5: SLO Coordinator**

No Value

No Value

Changed	Questions	Current Version	Proposed Version										
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>4/4/24</td> <td>Zack Judson</td> <td>Matrix G</td> <td>Required</td> <td>Complete and upload Matrix for each of your prerequisites</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix for each of your prerequisites
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed									
4/4/24	Zack Judson	Matrix G	Required	Complete and upload Matrix for each of your prerequisites									
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value										
	<b>Stage 9: Articulation Officer</b>	No Value	No Value										
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value										
	<b>Stage 14: 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>	HTECD096H
	<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>
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	<b>Time to Next Review</b>	Sep 1, 2024 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2019 12:00:00 AM
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	<b>Course Control Number</b>	CCC000527197
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### **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
 08/01/2024

**Summary of Changes**

<b>Section</b>	<b>Changed field</b>
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
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	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	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator

Section	Changed field
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
Summary of Revisions	Other
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
D-Matrix Form	Objective 2: Investigate the use of mathematics in real world.
D-Matrix Form	Objective 3: Explore functions.
D-Matrix Form	Objective 4: Develop linear function models.
D-Matrix Form	Objective 5: Use systems of two linear equations to solve real world problems.
D-Matrix Form	Objective 6: Use linear inequalities in one variable to solve real world problems.
D-Matrix Form	Objective 7: Examine exponential expressions and develop exponential function models.
D-Matrix Form	Objective 8: Examine logarithmic expressions and develop logarithmic function models.
Comments	Stage 8: AVP - Instruction
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?

### General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> <li>Huafu Liu</li> </ul>	<ul style="list-style-type: none"> <li>Yogeswari Viswanadha</li> <li>Yarahmadi, Fatemeh</li> <li>Shukla, Neelam</li> </ul>
	Course ID (CB01A and CB01B)	MATHD011.	MATHD011.
	Course Control Number	CCC000230111	CCC000230111
	Course Title (CB02)	Finite Mathematics	Finite Mathematics

Changed	Field	Current Version	Proposed Version
	Short Course Title	FINITE MATHEMATICS	FINITE MATHEMATICS
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Application of linear equations, sets, matrices, linear programming, mathematics of finance and probability to real-life problems. Emphasis on the understanding of the modeling process, and how mathematics is used in real-world applications.	Application of linear equations, sets, matrices, linear programming, mathematics of finance and probability to real-life problems. Emphasis on the understanding of the modeling process, and how mathematics is used in real-world applications.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - MATHEMATICS</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 is a UC and CSU transferable course that meets a general education requirement for CSUGE and IGETC. It belongs on the De Anza Liberal Arts AA/AS degree. This course covers a variety of topics in mathematics that are directly related to applications in business and finance.	This is a UC and CSU transferable course that meets a general education requirement for CSUGE and IGETC. It belongs on the De Anza Liberal Arts AA/AS degree. This course covers a variety of topics in mathematics that are directly related to applications in business and finance.


Stand-Alone Statement			

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


Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	The objective of the Finite Mathematics course is to provide real world mathematics background in quantitative techniques necessary for students in business, management, life and social sciences, and at the same time present an introduction to topics in areas such as probability and operations research. Although the emphasis is on computational skills, ideas, and problem solving rather than mathematical theory, the necessary mathematical content and rigor is included. The students will experience a variety of application problems in diverse fields; develop a variety of problem-solving strategies; translate applied problems into a mathematical format; apply appropriate mathematical tools to formulate a solution and interpret the result; develop basic mathematical and critical thinking skills; and investigate mathematical ideas and processes graphically and numerically, as well as algebraically.	The objective of the Finite Mathematics course is to provide real world mathematics background in quantitative techniques necessary for students in business, management, life and social sciences, and at the same time present an introduction to topics in areas such as probability and operations research. Although the emphasis is on computational skills, ideas, and problem solving rather than mathematical theory, the necessary mathematical content and rigor is included. The students will experience a variety of application problems in diverse fields; develop a variety of problem-solving strategies; translate applied problems into a mathematical format; apply appropriate mathematical tools to formulate a solution and interpret the result; develop basic mathematical and critical thinking skills; and investigate mathematical ideas and processes graphically and numerically, as well as algebraically.

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Foothill Course ID	MATH F011.	MATH F011.
	Does the course have a Foothill equivalent?	Yes	Yes
	Foothill Faculty Consultation Name	No value	


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

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

Mirrored Credit/Noncredit Course			

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

**More Options**

Changed	Field	Current Version	Proposed Version
	<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	

**Associated Programs**

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**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	CSU GE	<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	CSU GE	<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	CSU GE	<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	IGETC	<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	IGETC	<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	IGETC	<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Business Administration 2.0 for Transfer	<b>Associated Program</b>	Business Administration 2.0 for Transfer
<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree	<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree
<b>Associated Program</b>	Business Administration 2.0 for Transfer	<b>Associated Program</b>	Business Administration 2.0 for Transfer
<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree	<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree
<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis)	<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis)	<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis)

**Changed Field**

**Current Version**

**Proposed Version**

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

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

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

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

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

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

**Associated Program** Associate in Arts in Economics for Transfer

**Associated Program** Associate in Arts in Economics for Transfer

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

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

**Associated Program** Economics for Transfer

**Associated Program** Economics for Transfer

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

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

**Associated Program** Economics for Transfer

**Associated Program** Economics for Transfer

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

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

**Associated Program** Associate in Science in Business Administration for Transfer 2.0

**Associated Program** Associate in Science in Business Administration for Transfer 2.0

**Award Type** Associate in Science for Transfer (A.S.-T.) Degree

**Award Type** Associate in Science for Transfer (A.S.-T.) Degree

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

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

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

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

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

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

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

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

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

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

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

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

**Transferability & Gen. Ed. Options**

**Changed Field**

**Current Version**

**Proposed Version**

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU



Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	B	B
	Transfer Status	Approved	Approved



**GE Information**

<b>System/Institution</b>	C-ID	<b>System/Institution</b>	C-ID
<b>Area(s)</b>	• MATH - Approved.	<b>Area(s)</b>	• MATH - Approved.
-	C-ID MATH 130	-	C-ID MATH 130
<b>System/Institution</b>	IGETC	<b>System/Institution</b>	Cal-GETC
<b>Area(s)</b>	• IG2X - Approved.	<b>Area(s)</b>	• CA2X - Approved.
-	No value	-	No value
<b>System/Institution</b>	CSU GE		
<b>Area(s)</b>	• CGB4 - Approved.		
-	No value		

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

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

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

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180

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

#### Speciality Hours

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


#### Credit / Non-Credit Options

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

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

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

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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<div style="border: 1px solid black; padding: 5px;"> <p><b>Methods of Instruction</b></p> <hr/> <p><b>Methods of Instruction</b></p> <p>Lecture and visual aids            Discussion and problem solving performed in class            Quiz and examination review performed in class            Homework and extended projects            Collaborative learning and small group exercises            Collaborative projects</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Methods of Instruction</b></p> <p>Methods of Instruction</p> <hr/> <p><b>Methods of Instruction</b></p> <p>Lecture and visual aids            Discussion and problem solving performed in class            Quiz and examination review performed in class            Homework and extended projects            Collaborative learning and small group exercises            Collaborative projects</p> </div>

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

1. Reading of text explanations and examples
2. Written assignments which may include
  1. Problem solving exercises from the text that include both computational and concept based questions
  2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
  3. Projects such as labs or "big problems" that require research or data collection
  4. Problem journals
  5. Portfolios
  6. Assignments using supplemental software on a computer
3. Class participation which may include
  1. Collaborative activities
  2. Oral presentations

1. Reading of text explanations and examples
2. Written assignments which may include
  1. Problem solving exercises from the text that include both computational and concept based questions
  2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
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  6. Assignments using supplemental software on a computer
3. Class participation which may include
  1. Collaborative activities
  2. Oral presentations



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. A minimum of three one hour exams or two exams and a project. The exams will be composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class.
2. Periodic quizzes and/or problem solving assignments from the text will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format
3. Other written assessments (optional) will be evaluated for accuracy, completeness and proper use of techniques and methods discussed in class. Assessments may also require the student to communicate ideas and conclusions in short essay format.
4. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. A minimum of three one hour exams or two exams and a project. The exams will be composed of both computational and concept based questions which will be evaluated for accuracy, completeness and proper use of techniques and methods discussed in class.
2. Periodic quizzes and/or problem solving assignments from the text will be evaluated for accuracy, completeness and proper use of techniques and methods discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format
3. Other written assessments (optional) will be evaluated for accuracy, completeness and proper use of techniques and methods discussed in class. Assessments may also require the student to communicate ideas and conclusions in short essay format.

Changed Field

Current Version

Proposed Version

4. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
5. The honors advanced problems and research report will be evaluated for accuracy, completeness and proper use of techniques and methods discussed in class.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- Graphing calculator

**Essential College Facilities:**

- Computer Lab (optional)

**Essential Student Materials:**

- Graphing calculator

**Essential College Facilities:**

- Computer Lab



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Barnett, Ziegler, and Byleen, "Finite Mathematics for Business, Economics, Life Sciences and Social Sciences", 14th edition. Prentice Hall, 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>	Sekhon, Rupinder and Bloom, Roberta, "Applied Finite Mathematics", Third Edition. 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Sullivan, "Finite Mathematics, An Applied Approach", 11th ed. Wiley, 2011
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	"Finite Mathematics for Business, Economics, Life Sciences and Social Sciences"
<b>Author</b>	Barnett, Ziegler, and Byleen
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	2021/ 14th edition
<b>ISBN</b>	978-0134677958

<b>Title</b>	Finite Mathematics
<b>Author</b>	Margaret L. Lial American River College; Raymond N. Greenwell Hofstra,
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	2021 / 12th Edition
<b>ISBN</b>	978-0135882627





**Suggested Reading List**

No value

**Reading List** Stefan WaStefan Warner and Steven R. Costenoble (March 2000) "Finite Mathematics Online Resources", [http://people.hofstra.edu/faculty/Stefan\\_Waner/RealWorld/tcfinitep.html](http://people.hofstra.edu/faculty/Stefan_Waner/RealWorld/tcfinitep.html)

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

**Reading List** GameTheory.Net (May 2004) "A Resource for Educators and Students of Game Theory", <http://www.gametheory.net>

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

**Reading List** Eric W. Weisstein. (2004) "Linear Programming." From MathWorld--A Wolfram Web Resource. <http://mathworld.wolfram.com/LinearProgramming.html>

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

**Reading List** David K Levine, Department of Economics, UCLA , "Zero Sum Game Solver", <http://levine.sscnet.ucla.edu/Games/zerosum.htm>

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

**Reading List** Math Medics, L.L.C. (1999-2004) S.O.S. "Mathematics" (Search for relevant topics such as Matrices, Linear programming, Markov Chains), <http://www.sosmath.com>

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

**Reading List** Drexel University (1999-2004) "The Math Forum", <http://mathforum.org/>

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

**Reading List** Narasimhan, Revathi, (2003), Kean University, "Math Online: Using Excel in Finite Math and Business Calculus", <http://www.kean.edu/~rparasim/excel/excel.html>

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

**Reading List** Eric W. Weisstein. (2004) "Pascal's Triangle." From MathWorld--A Wolfram Web Resource. <http://mathworld.wolfram.com/PascalsTriangle.html>

Changed Field	Current Version	Proposed Version
	<p><b>May include, but are not limited to</b> No value</p>	
	<p><b>Reading List</b> Laura Ackerman Smoller, Associate Professor of History, Adjunct Associate Professor of Medical Humanities, University of Arkansas at Little Rock, "Applications: Web Based Precalculus", <a href="http://www.ualr.edu/~lasmoller/pascalstriangle.html">http://www.ualr.edu/~lasmoller/pascalstriangle.html</a></p>	
	<p><b>May include, but are not limited to</b> No value</p>	

## Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Develop, throughout the course as applicable, systematic problem solving methods</li> <li>• Investigate linear and exponential models</li> <li>• Investigate methods of solving linear systems using matrices; write a system of linear equations to solve applied problems; solve a system of linear equations using Gauss-Jordan elimination and interpret the result; find the inverse of a square matrix and use the inverse to solve a system of linear equations.</li> <li>• Formulate and solve linear programming models in at least three variables.</li> <li>• Develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments. Use these concepts to solve applied problems in finance including simple interest, annuities, sinking funds, and amortization.</li> <li>• Examine sets, counting techniques and their applications. Find unions, intersections and complements of sets. Use Venn diagrams to solve problems.</li> <li>• Create probability models and investigate their applications. Determine the probability of a specified event and find the conditional probability of an event.</li> <li>• Investigate stochastic processes and Markov chains</li> <li>• Utilize technology as an aid in exploring, analyzing, understanding and solving problems</li> <li>• Investigate, throughout the course as applicable, how mathematics is used as a human activity around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, throughout the course as applicable, systematic problem solving methods</li> <li>• Investigate linear and exponential models</li> <li>• Investigate methods of solving linear systems using matrices; write a system of linear equations to solve applied problems; solve a system of linear equations using Gauss-Jordan elimination and interpret the result; find the inverse of a square matrix and use the inverse to solve a system of linear equations.</li> <li>• Formulate and solve linear programming models in at least three variables.</li> <li>• Develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments. Use these concepts to solve applied problems in finance including simple interest, annuities, sinking funds, and amortization.</li> <li>• Examine sets, counting techniques and their applications. Find unions, intersections and complements of sets. Use Venn diagrams to solve problems.</li> <li>• Create probability models and investigate their applications. Determine the probability of a specified event and find the conditional probability of an event.</li> <li>• Investigate stochastic processes and Markov chains</li> <li>• Utilize technology as an aid in exploring, analyzing, understanding and solving problems</li> <li>• Investigate, throughout the course as applicable, how mathematics is used as a human activity around the world.</li> </ul>

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

**CSLOs** Identify, evaluate, and utilize appropriate linear, probability, and optimization models and communicate results.

**Expected SLO Performance** 0.0

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**CSLOs** Compare, evaluate, judge, make informed decisions, and communicate results about various financial opportunities by applying the mathematical concepts and principles of the time value of money.

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**Expected SLO Performance** 0.0

**Course Outline**

**Course Content**

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| <p>1. Develop, throughout the course as applicable, systematic problem solving methods</p> <ol style="list-style-type: none"> <li>1. devise a strategy or plan</li> <li>2. organize information, including identification and definition of known and unknown quantities</li> <li>3. translate into mathematical format</li> <li>4. apply mathematical tools to formulate a solution</li> <li>5. clearly communicate the solution             <ol style="list-style-type: none"> <li>1. state the solution</li> <li>2. interpret the results in the context of the problem</li> </ol> </li> </ol> <p>2. Investigate linear and exponential models</p> <ol style="list-style-type: none"> <li>1. produce linear graphs             <ol style="list-style-type: none"> <li>1. review Cartesian coordinates</li> <li>2. graph linear equations and linear inequalities</li> <li>3. investigate properties of parallel and perpendicular lines</li> </ol> </li> <li>2. construct linear equations</li> <li>3. apply the linear equations and linear systems to solve problems involving             <ol style="list-style-type: none"> <li>1. fixed and variable costs</li> <li>2. cost and revenue functions and break-even analysis</li> <li>3. supply and demand functions and equilibrium point</li> <li>4. comparison pricing models</li> </ol> </li> <li>4. Define properties and characteristics of exponential functions             <ol style="list-style-type: none"> <li>1. Properties of the graphs of exponential functions</li> <li>2. Solve applied problems involving exponential models</li> </ol> </li> <li>5. Define properties and characteristics of logarithmic functions             <ol style="list-style-type: none"> <li>1. Define the logarithmic function as the inverse of the exponential function</li> <li>2. Solve exponential equations using logarithms</li> <li>3. Solve applied problems involving logarithmic models</li> </ol> </li> </ol> <p>3. Investigate methods of solving linear systems using matrices; write a system of linear equations to solve applied problems; solve a system of linear equations using Gauss-Jordan elimination and interpret the result; find the inverse of a square matrix and use the inverse to solve a system of linear equations.</p> <ol style="list-style-type: none"> <li>1. define matrix             <ol style="list-style-type: none"> <li>1. entries and size of a matrix</li> <li>2. row and column matrices</li> <li>3. augmented matrix</li> <li>4. representation of data in matrix form</li> </ol> </li> <li>2. perform matrix operations             <ol style="list-style-type: none"> <li>1. addition and scalar multiplication</li> <li>2. matrix multiplication</li> </ol> </li> <li>3. apply Gauss-Jordan method to solve linear systems             <ol style="list-style-type: none"> <li>1. define elementary row operations</li> <li>2. perform operations on augmented matrices to obtain reduced row echelon form</li> <li>3. write solutions to linear systems                 <ol style="list-style-type: none"> <li>1. identify consistent and inconsistent systems</li> </ol> </li> </ol> </li> </ol> | <p>1. 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| <p>2. differentiate between independent and dependent consistent systems</p> <p>4. define identity matrix and find inverse matrices</p> <ol style="list-style-type: none"> <li>1. calculate inverse of a non-singular matrix using row operations</li> <li>2. write system of linear equations in matrix form</li> <li>3. use inverse matrix to solve systems that have unique solutions</li> </ol> <p>5. solve application problems involving consistent and inconsistent systems</p> <ol style="list-style-type: none"> <li>1. application problems resulting in no solution or many solutions</li> <li>2. setting up models requiring matrix multiplication in mixture problems such as             <ol style="list-style-type: none"> <li>1. batching process, product allocation and nutritional models</li> <li>2. cryptography</li> <li>3. Leontief input-output economic models</li> </ol> </li> </ol> <p>4. Formulate and solve linear programming models in at least three variables.</p> <ol style="list-style-type: none"> <li>1. set up a linear programming optimization model             <ol style="list-style-type: none"> <li>1. distinguish between minimization and maximization problems</li> <li>2. formulate objective function</li> <li>3. formulate constraints</li> </ol> </li> <li>2. solve linear programs using geometric approach             <ol style="list-style-type: none"> <li>1. draw feasibility region</li> <li>2. identify critical points</li> <li>3. determine optimal solution</li> <li>4. interpret solution</li> </ol> </li> <li>3. solve linear programs using the simplex method             <ol style="list-style-type: none"> <li>1. construct initial simplex tableau by adding slack variables</li> <li>2. perform pivot operations to obtain maximum solution</li> <li>3. use the dual problem to solve minimization problems</li> <li>4. interpret solution</li> </ol> </li> </ol> <p>5. Develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments. Use these concepts to solve applied problems in finance including simple interest, annuities, sinking funds, and amortization.</p> <ol style="list-style-type: none"> <li>1. compare and calculate simple and compound interest             <ol style="list-style-type: none"> <li>1. effective interest rate</li> <li>2. present and future values for lump sums</li> </ol> </li> <li>2. develop compound interest models for annuities             <ol style="list-style-type: none"> <li>1. present value of an annuity; amortization</li> <li>2. future value of an annuity; sinking funds</li> </ol> </li> <li>3. apply financial models to real world problems such as             <ol style="list-style-type: none"> <li>1. mortgages and loans</li> <li>2. savings plans</li> </ol> </li> </ol> | <p>2. differentiate between independent and dependent consistent systems</p> <p>4. define identity matrix and find inverse matrices</p> <ol style="list-style-type: none"> <li>1. calculate inverse of a non-singular matrix using row operations</li> <li>2. write system of linear equations in matrix form</li> <li>3. use inverse matrix to solve systems that have unique solutions</li> </ol> <p>5. solve application problems involving consistent and inconsistent systems</p> <ol style="list-style-type: none"> <li>1. application problems resulting in no solution or many solutions</li> <li>2. setting up models requiring matrix multiplication in mixture problems such as             <ol style="list-style-type: none"> <li>1. batching process, product allocation and nutritional models</li> <li>2. cryptography</li> <li>3. 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| <ul style="list-style-type: none"> <li>3. leasing</li> <li>4. capital expenditures</li> <li>5. bonds</li> <li>6. Examine sets, counting techniques and their applications. Find unions, intersections and complements of sets. Use Venn diagrams to solve problems.             <ul style="list-style-type: none"> <li>1. investigate sets and their properties                 <ul style="list-style-type: none"> <li>1. subsets</li> <li>2. complements</li> <li>3. unions and intersections</li> <li>4. Venn Diagrams</li> <li>5. De Morgan's Laws</li> </ul> </li> <li>2. utilize counting techniques                 <ul style="list-style-type: none"> <li>1. fundamental principles of counting                     <ul style="list-style-type: none"> <li>1. multiplication rule</li> <li>2. addition rule</li> </ul> </li> <li>2. permutations                     <ul style="list-style-type: none"> <li>1. permutations involving distinct elements</li> <li>2. circular permutations</li> <li>3. permutations involving indistinguishable elements</li> </ul> </li> <li>3. combinations                     <ul style="list-style-type: none"> <li>1. combinations involving a single set</li> <li>2. combinations involving several sets</li> </ul> </li> </ul> </li> <li>3. apply counting techniques to solve problems such as                 <ul style="list-style-type: none"> <li>1. consumer surveys, investing, student reading habits</li> <li>2. book displays, seating, pin numbers, coin tosses, telephone numbers, radio station call letters, license plates</li> <li>3. committee selection, menu selection, card hands, bus or taxi routing, quality control, lottery</li> </ul> </li> </ul> </li> <li>7. Create probability models and investigate their applications. Determine the probability of a specified event and find the conditional probability of an event.             <ul style="list-style-type: none"> <li>1. define probability as a non-deterministic (stochastic) model                 <ul style="list-style-type: none"> <li>1. construct sample spaces</li> <li>2. assign probabilities to outcomes in sample space.</li> </ul> </li> <li>2. determine probability of events                 <ul style="list-style-type: none"> <li>1. equally likely events</li> <li>2. mutually exclusive events</li> <li>3. complementary events</li> <li>4. compound events                     <ul style="list-style-type: none"> <li>1. using tree diagrams</li> <li>2. using counting techniques</li> </ul> </li> </ul> </li> <li>3. explore conditional probability and independent events                 <ul style="list-style-type: none"> <li>1. tree diagrams</li> <li>2. contingency tables</li> <li>3. 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Investigate stochastic processes and Markov chains             <ul style="list-style-type: none"> <li>1. define a Markov chain                 <ul style="list-style-type: none"> <li>1. states and iterations</li> <li>2. transition probabilities</li> <li>3. multiple iterations</li> <li>4. initial state vector</li> </ul> </li> <li>2. define regular Markov chains                 <ul style="list-style-type: none"> <li>1. equilibrium state as a long term iteration</li> <li>2. fixed probability vector</li> </ul> </li> <li>3. define absorbing Markov chains                 <ul style="list-style-type: none"> <li>1. canonical form</li> <li>2. expected number of iterations until absorption</li> </ul> </li> <li>4. apply Markov chains to solve problems such as                 <ul style="list-style-type: none"> <li>1. consumer buying trends both short term and long term</li> <li>2. political party preferences</li> <li>3. market share</li> <li>4. gambler's ruin problem</li> <li>5. genetics</li> <li>6. insurance risks</li> </ul> </li> </ul> </li> <li>9. Utilize technology as an aid in exploring, analyzing, understanding and solving problems             <ul style="list-style-type: none"> <li>1. Use graphing calculators, spreadsheets or desktop applications to graph straight lines in solving problems involving                 <ul style="list-style-type: none"> <li>1. slopes</li> <li>2. equations of lines</li> <li>3. linear programming using geometrical approach</li> </ul> </li> <li>2. Use graphing calculators, spreadsheets or desktop applications to manipulate matrices in solving problems involving                 <ul style="list-style-type: none"> <li>1. Gauss-Jordan method in system of equations</li> <li>2. Matrix inverse method in system of equations</li> <li>3. Simplex method in linear programming</li> <li>4. Markov chains</li> <li>5. Game theory</li> </ul> </li> <li>3. 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Changed Field	Current Version	Proposed Version
	<p>possibilities are:</p> <ol style="list-style-type: none"> <li>investigate the number e in continuous compounding</li> <li>research Dr. George Dantzig's contribution in the development of linear programming and computers</li> <li>research Indian scientist Narendra Karmakar's contribution to linear programming</li> <li>apply Wassily Leontief's Nobel prize winning economic models</li> <li>explain the Law of 72 in continuous compounding as used by various cultures as those of Egypt, India, the Arabic cultures, China and Europe</li> <li>European and Chinese origins of Pascal's Triangle</li> </ol> <p>2. applications that are of historical and/or contemporary interest. Some possibilities are:</p> <ol style="list-style-type: none"> <li>utilize mathematical modeling to predict real-life occurrences in fields such as physical sciences, social science, astronomy, management, and economics</li> <li>study the recent use of matrices as a natural way to organize data in the fields of management, natural science and social science, as well as, to solve problems that arise in these fields, from inventory control to models of a nation's economy</li> <li>investigate the use of probability in areas as diverse as gambling, medical testing, industrial testing, insurance policy analysis, weather forecasting and financial planning.</li> <li>employ expected value (mathematical expectation) in its widespread application to the decision making process in business, economics and operations research</li> <li>analyze the conflict situations and their corresponding strategies for decision making the relatively recent branch of mathematics called game theory</li> </ol> <p>See Multicultural Handout for developmental sequence for additional activities</p>	<p>possibilities are:</p> <ol style="list-style-type: none"> <li>investigate the number e in continuous compounding</li> <li>research Dr. George Dantzig's contribution in the development of linear programming and computers</li> <li>research Indian scientist Narendra Karmakar's contribution to linear programming</li> <li>apply Wassily Leontief's Nobel prize winning economic models</li> <li>explain the Law of 72 in continuous compounding as used by various cultures as those of Egypt, India, the Arabic cultures, China and Europe</li> <li>European and Chinese origins of Pascal's Triangle</li> </ol> <p>2. applications that are of historical and/or contemporary interest. Some possibilities are:</p> <ol style="list-style-type: none"> <li>utilize mathematical modeling to predict real-life occurrences in fields such as physical sciences, social science, astronomy, management, and economics</li> <li>study the recent use of matrices as a natural way to organize data in the fields of management, natural science and social science, as well as, to solve problems that arise in these fields, from inventory control to models of a nation's economy</li> <li>investigate the use of probability in areas as diverse as gambling, medical testing, industrial testing, insurance policy analysis, weather forecasting and financial planning.</li> <li>employ expected value (mathematical expectation) in its widespread application to the decision making process in business, economics and operations research</li> <li>analyze the conflict situations and their corresponding strategies for decision making the relatively recent branch of mathematics called game theory</li> </ol> <p>See Multicultural Handout for developmental sequence for additional activities</p>
<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>	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	<b>Corequisite(s):</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

#### 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>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	MATH 011	MATH 011
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	MATH	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<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
!	Hybrid Approval Date (MM/DD/YYYY)	10/27/2020	No Value
!	Emergency Approval	Hybrid	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
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235004	No Value
!	Account Code	1320	No Value
!	Program Code	170100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Prerequisite change only for AB705, appr. 6/18/19 (effect. F20) - mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Prerequisite change only for AB705, appr. 6/18/19 (effect. F20) - mkct</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
!	Other	No Value	Effective term and textbook list is updated

## Blue Form

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

Changed	Questions	Current Version	Proposed Version
	<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**

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Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	<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	Assignments: B. Written assignments which may include: 1. Problem solving exercises from the text that include both computational and concept based questions 2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary 3. Projects such as labs or "big problems" that require research or data collection 4. Problem journals 5. Portfolios 6. Assignments using supplemental software on a computer Method of Evaluation: A. A minimum of three one hour exams or two exams and a project. The exams will be composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class.
!	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	Methods of Evaluation: D. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
	<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

Changed	Questions	Current Version	Proposed Version
	<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

Changed	Questions	Current Version	Proposed Version
	<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>!</b>	<b>Objective 2: Investigate the use of mathematics in real world.</b>	No Value	Outline: E Develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments. Use these concepts to solve applied problems in finance including simple interest, annuities, sinking funds, and amortization. 1. compare and calculate simple and compound interest a. effective interest rate b. present and future values for lump sums 2. develop compound interest models for annuities a. present value of an annuity; amortization b. future value of an annuity; sinking funds 3. apply financial models to real world problems such as a. mortgages and loans b. savings plans c. leasing d. capital expenditures e. bonds

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Explore functions.</b>	No Value	<p>Outline: B. Investigate linear and exponential models</p> <ol style="list-style-type: none"> <li>produce linear graphs               <ol style="list-style-type: none"> <li>review Cartesian coordinates</li> <li>graph linear equations and linear inequalities</li> <li>investigate properties of parallel and perpendicular lines</li> </ol> </li> <li>construct linear equations</li> <li>apply the linear equations and linear systems to solve problems involving               <ol style="list-style-type: none"> <li>fixed and variable costs</li> <li>cost and revenue functions and break-even analysis</li> <li>supply and demand functions and equilibrium point</li> <li>comparison pricing models</li> </ol> </li> <li>Define properties and characteristics of exponential functions               <ol style="list-style-type: none"> <li>Properties of the graphs of exponential functions</li> <li>Solve applied problems involving exponential models</li> </ol> </li> <li>Define properties and characteristics of logarithmic functions               <ol style="list-style-type: none"> <li>Define the logarithmic function as the inverse of the exponential function</li> <li>Solve exponential equations using logarithms</li> <li>Solve applied problems involving logarithmic models</li> </ol> </li> </ol>
	<b>Objective 4: Develop linear function models.</b>	No Value	<p>Outline: B. Investigate linear and exponential models</p> <ol style="list-style-type: none"> <li>produce linear graphs               <ol style="list-style-type: none"> <li>review Cartesian coordinates</li> <li>graph linear equations and linear inequalities</li> <li>investigate properties of parallel and perpendicular lines</li> </ol> </li> <li>construct linear equations</li> <li>apply the linear equations and linear systems to solve problems involving               <ol style="list-style-type: none"> <li>fixed and variable costs</li> <li>cost and revenue functions and break-even analysis</li> <li>supply and demand functions and equilibrium point</li> <li>comparison pricing models</li> </ol> </li> <li>Define properties and characteristics of exponential functions               <ol style="list-style-type: none"> <li>Properties of the graphs of exponential functions</li> <li>Solve applied problems involving exponential models</li> </ol> </li> <li>Define properties and characteristics of logarithmic functions               <ol style="list-style-type: none"> <li>Define the logarithmic function as the inverse of the exponential function</li> <li>Solve exponential equations using logarithms</li> <li>Solve applied problems involving logarithmic models</li> </ol> </li> </ol>
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	<p>Outline: D. Formulate and solve linear programming models in at least three variables.</p> <ol style="list-style-type: none"> <li>set up a linear programming optimization model               <ol style="list-style-type: none"> <li>distinguish between minimization and maximization problems</li> <li>formulate objective function</li> <li>formulate constraints</li> </ol> </li> <li>solve linear programs using geometric approach               <ol style="list-style-type: none"> <li>draw feasibility region</li> <li>identify critical points</li> <li>determine optimal solution</li> <li>interpret solution</li> </ol> </li> <li>solve linear programs using the simplex method               <ol style="list-style-type: none"> <li>construct initial simplex tableau by adding slack variables</li> <li>perform pivot operations to obtain maximum solution</li> <li>use the dual problem to solve minimization problems</li> <li>interpret solution</li> </ol> </li> </ol>
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	<p>Outline: B. Investigate linear and exponential models</p> <ol style="list-style-type: none"> <li>produce linear graphs               <ol style="list-style-type: none"> <li>review Cartesian coordinates</li> <li>graph linear equations and linear inequalities</li> <li>investigate properties of parallel and perpendicular lines</li> </ol> </li> <li>construct linear equations</li> <li>apply the linear equations and linear systems to solve problems involving               <ol style="list-style-type: none"> <li>fixed and variable costs</li> <li>cost and revenue functions and break-even analysis</li> <li>supply and demand functions and equilibrium point</li> <li>comparison pricing models</li> </ol> </li> <li>Define properties and characteristics of exponential functions               <ol style="list-style-type: none"> <li>Properties of the graphs of exponential functions</li> <li>Solve applied problems involving exponential models</li> </ol> </li> <li>Define properties and characteristics of logarithmic functions               <ol style="list-style-type: none"> <li>Define the logarithmic function as the inverse of the exponential function</li> <li>Solve exponential equations using logarithms</li> <li>Solve applied problems involving logarithmic models</li> </ol> </li> </ol>



Changed	Questions	Current Version	Proposed Version
!	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	Outline: B. Investigate linear and exponential models 1. produce linear graphs a. review Cartesian coordinates b. graph linear equations and linear inequalities c. investigate properties of parallel and perpendicular lines 2. construct linear equations 3. apply the linear equations and linear systems to solve problems involving a. fixed and variable costs b. cost and revenue functions and break-even analysis c. supply and demand functions and equilibrium point d. comparison pricing models 4. Define properties and characteristics of exponential functions a. Properties of the graphs of exponential functions b. Solve applied problems involving exponential models 5. Define properties and characteristics of logarithmic functions a. Define the logarithmic function as the inverse of the exponential function b. Solve exponential equations using logarithms c. Solve applied problems involving logarithmic models
!	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	Outline: B. Investigate linear and exponential models 1. produce linear graphs a. review Cartesian coordinates b. graph linear equations and linear inequalities c. investigate properties of parallel and perpendicular lines 2. construct linear equations 3. apply the linear equations and linear systems to solve problems involving a. fixed and variable costs b. cost and revenue functions and break-even analysis c. supply and demand functions and equilibrium point d. comparison pricing models 4. Define properties and characteristics of exponential functions a. Properties of the graphs of exponential functions b. Solve applied problems involving exponential models 5. Define properties and characteristics of logarithmic functions a. Define the logarithmic function as the inverse of the exponential function b. Solve exponential equations using logarithms c. Solve applied problems involving logarithmic models
	<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

Changed	Questions	Current Version	Proposed Version
	<b>Objective 10:</b> 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
	<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

Changed	Questions	Current Version	Proposed Version
	<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
	<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, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</b>	No Value	No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

### De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	<p><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

**De Anza GE - ESGC Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
	<b>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</b>	No Value	No Value

**Comments**

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

Changed	Questions	Current Version	Proposed Version												
	Stage 5: SLO Coordinator	No Value	No Value												
	Stage 7: Content Review Matrix Liaison	No Value	No Value												
!	Stage 8: AVP - Instruction	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>3/27/24</td> <td>Gabriel Nocito</td> <td>Basic Information - Proposal for AVPI Details - Attachments</td> <td>Required</td> <td></td> <td>Y</td> </tr> </tbody> </table> <p>Please attach the newer Course Online Hybrid Delivery Request forms. They are available within eLumen.</p>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	3/27/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required		Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed										
3/27/24	Gabriel Nocito	Basic Information - Proposal for AVPI Details - Attachments	Required		Y										
	Stage 9: Articulation Officer	No Value	No Value												
	Stage 11: ESGC Faculty Coordinator	No Value	No Value												
	Stage 14: Curriculum Committee	No Value	No Value												

### Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	MATHD011.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000230111

### Articulation

Changed	Field	Current Version
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
 08/01/2024

**Summary of Changes**

<b>Section</b>	<b>Changed field</b>
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
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code

Section	Changed field
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
Summary of Revisions	Other
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
D-Matrix Form	Objective 2: Investigate the use of mathematics in real world.
D-Matrix Form	Objective 3: Explore functions.
D-Matrix Form	Objective 4: Develop linear function models.
D-Matrix Form	Objective 5: Use systems of two linear equations to solve real world problems.
D-Matrix Form	Objective 6: Use linear inequalities in one variable to solve real world problems.
D-Matrix Form	Objective 7: Examine exponential expressions and develop exponential function models.
D-Matrix Form	Objective 8: Examine logarithmic expressions and develop logarithmic function models.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

### General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> <li>Huafu Liu</li> </ul>	<ul style="list-style-type: none"> <li>Fatemeh Yarahmadi</li> <li>Viswanadha, Yogeswari</li> </ul>
	Course ID (CB01A and CB01B)	MATHD011H	MATHD011H
	Course Control Number	CCC000617394	CCC000617394
	Course Title (CB02)	Finite Mathematics - HONORS	Finite Mathematics - HONORS
	Short Course Title	FINITE MATHEMATICS - HONORS	FINITE MATHEMATICS - HONORS

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Application of linear equations, sets, matrices, linear programming, mathematics of finance and probability to real-life problems. Emphasis on the understanding of the modeling process, and how mathematics is used in real-world applications. Because this is an honors course the students will be expected to complete extra assignments to gain deeper insight in Finite Mathematics.	Application of linear equations, sets, matrices, linear programming, mathematics of finance and probability to real-life problems. Emphasis on the understanding of the modeling process, and how mathematics is used in real-world applications. Because this is an honors course the students will be expected to complete extra assignments to gain deeper insight in Finite Mathematics.
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	No value	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

Faculty Requirements			
Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - MATHEMATICS</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 is a UC and CSU transferable course that meets a general education requirement for CSUGE and IGETC. It belongs on the De Anza Liberal Arts AA/AS degree. This course covers a variety of topics in mathematics that are directly related to applications in business and finance. This class is the honors version of MATH D011., and as a result, includes more advanced assignments and assessments.	This is a UC and CSU transferable course that meets a general education requirement for CSUGE and IGETC. It belongs on the De Anza Liberal Arts AA/AS degree. This course covers a variety of topics in mathematics that are directly related to applications in business and finance. This class is the honors version of MATH D011., and as a result, includes more advanced assignments and assessments.

Stand-Alone Statement			

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


Course Philosophy			
Changed	Field	Current Version	Proposed Version
	Course Philosophy	The objective of the Finite Mathematics course is to provide real world mathematics background in quantitative techniques necessary for students in business, management, life and social sciences, and at the same time present an introduction to topics in areas such as probability and operations research. Although the emphasis is on computational skills, ideas, and problem solving rather than mathematical theory, the necessary mathematical content and rigor is included. The students will experience a variety of application problems in diverse fields; develop a variety of problem-solving strategies; translate applied problems into a mathematical format; apply appropriate mathematical tools to formulate a solution and interpret the result; develop basic mathematical and critical thinking skills; and investigate mathematical ideas and processes graphically and numerically, as well as algebraically.	The objective of the Finite Mathematics course is to provide real world mathematics background in quantitative techniques necessary for students in business, management, life and social sciences, and at the same time present an introduction to topics in areas such as probability and operations research. Although the emphasis is on computational skills, ideas, and problem solving rather than mathematical theory, the necessary mathematical content and rigor is included. The students will experience a variety of application problems in diverse fields; develop a variety of problem-solving strategies; translate applied problems into a mathematical format; apply appropriate mathematical tools to formulate a solution and interpret the result; develop basic mathematical and critical thinking skills; and investigate mathematical ideas and processes graphically and numerically, as well as algebraically.

Foothill Equivalency			
Changed	Field	Current Version	Proposed Version
	Foothill Course ID	MATH F011.	MATH F011.
	Does the course have a Foothill equivalent?	Yes	Yes
	Foothill Faculty Consultation Name	No value	


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

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

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

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>No</u>

**More Options**

Changed	Field	Current Version	Proposed Version
	<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	

**Associated Programs**

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**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	CSU GE	<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	CSU GE	<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	CSU GE	<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	IGETC	<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	IGETC	<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	IGETC	<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)	<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)
<b>Associated Program</b>	Business Administration 2.0 for Transfer	<b>Associated Program</b>	Business Administration 2.0 for Transfer
<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree	<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree
<b>Associated Program</b>	Business Administration 2.0 for Transfer	<b>Associated Program</b>	Business Administration 2.0 for Transfer
<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree	<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree
<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis)	<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis)	<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis)

**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 (Business and Computer Information Systems Emphasis)	<b>Associated Program</b>	Liberal Arts (Business and Computer Information Systems Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Associate in Arts in Economics for Transfer	<b>Associated Program</b>	Associate in Arts in Economics 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>	Economics for Transfer	<b>Associated Program</b>	Economics 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>	Economics for Transfer	<b>Associated Program</b>	Economics 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>	Associate in Science in Business Administration for Transfer 2.0	<b>Associated Program</b>	Associate in Science in Business Administration for Transfer 2.0
<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree	<b>Award Type</b>	Associate in Science for Transfer (A.S.-T.) Degree
<b>Associated Program</b>	Liberal Arts (Science, Math and Engineering Emphasis)	<b>Associated Program</b>	Liberal Arts (Science, Math and Engineering Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Liberal Arts (Science, Math and Engineering Emphasis)	<b>Associated Program</b>	Liberal Arts (Science, Math and Engineering Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree
<b>Associated Program</b>	Liberal Arts (Science, Math and Engineering Emphasis)	<b>Associated Program</b>	Liberal Arts (Science, Math and Engineering Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree	<b>Award Type</b>	Associate in Arts (A.A.) Degree

**Transferability & Gen. Ed. Options**

**Changed Field**

**Current Version**


**Proposed Version**

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU



Changed	Field	Current Version	Proposed Version																		
	Course General Education Status (CB25)	B	B																		
	Transfer Status	Approved	Approved																		
	GE Information	<table border="1"> <tr> <td>System/Institution</td> <td>IGETC</td> </tr> <tr> <td>Area(s)</td> <td>• IG2X - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table> <table border="1"> <tr> <td>System/Institution</td> <td>CSU GE</td> </tr> <tr> <td>Area(s)</td> <td>• CGB4 - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	IGETC	Area(s)	• IG2X - Approved.	-	No value	System/Institution	CSU GE	Area(s)	• CGB4 - Approved.	-	No value	<table border="1"> <tr> <td>System/Institution</td> <td>Cal-GETC</td> </tr> <tr> <td>Area(s)</td> <td>• CA2X - Approved.</td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	System/Institution	Cal-GETC	Area(s)	• CA2X - Approved.	-	No value
System/Institution	IGETC																				
Area(s)	• IG2X - Approved.																				
-	No value																				
System/Institution	CSU GE																				
Area(s)	• CGB4 - Approved.																				
-	No value																				
System/Institution	Cal-GETC																				
Area(s)	• CA2X - Approved.																				
-	No value																				

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

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

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

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

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

#### Speciality Hours

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

#### Credit / Non-Credit Options

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


#### Credit Units

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

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

**Specifications**

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b></p> <p>Lecture and visual aids  Discussion and problem solving performed in class  Quiz and examination review performed in class  Homework and extended projects  Collaborative learning and small group exercises  Collaborative projects</p>	<p><b>Methods of Instruction</b></p> <p>Methods of Instruction</p> <hr/> <p><b>Methods of Instruction</b></p> <p>Lecture and visual aids  Discussion and problem solving performed in class  Quiz and examination review performed in class  Homework and extended projects  Collaborative learning and small group exercises  Collaborative projects</p>

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

1. Reading of text explanations and examples
2. Written assignments which may include
  1. Problem solving exercises from the text that include both computational and concept based questions
  2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
  3. Projects such as labs or "big problems" that require research or data collection
  4. Problem journals
  5. Portfolios
  6. Assignments using supplemental software on a computer
3. Class participation which may include
  1. Collaborative activities
  2. Oral presentations
4. In addition, the honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report (10 to 15 pages).

1. Reading of text explanations and examples
2. Written assignments which may include
  1. Problem solving exercises from the text that include both computational and concept based questions
  2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
  3. Projects such as labs or "big problems" that require research or data collection
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  5. Portfolios
  6. Assignments using supplemental software on a computer
3. Class participation which may include
  1. Collaborative activities
  2. Oral presentations
4. In addition, the honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report (10 to 15 pages).



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. A minimum of three one hour exams or two exams and a project. The exams will be composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class.
2. Periodic quizzes and/or problem solving assignments from the text will be evaluated for accuracy and completion in order to asses student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format
3. Other written assessments (optional) will be evaluated for accuracy, completeness and proper used of techniques and methods discussed in class. Assessments may also require the student to communicate ideas and conclusions in short essay format.
4. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
5. The honors advanced problems and research report would be evaluated for accuracy of response, depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. A minimum of three one hour exams or two exams and a project. The exams will be composed of both computational and concept based questions which will be evaluated for accuracy, completeness and proper use of techniques and methods discussed in class.
2. Periodic quizzes and/or problem solving assignments from the text will be evaluated for accuracy, completeness and proper use of techniques and methods discussed in class. Questions may also require the student to communicate ideas and conclusions in short essay format
3. Other written assessments (optional) will be evaluated for accuracy, completeness and proper use of techniques and methods discussed in class. Assessments may also require the student to communicate ideas and conclusions in short essay format.

Changed Field

Current Version

Proposed Version

4. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
5. The honors advanced problems and research report will be evaluated for accuracy, completeness and proper use of techniques and methods discussed in class.

**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- Graphing calculator

**Essential College Facilities:**

- Computer Lab (optional)

**Essential Student Materials:**

- Graphing calculator

**Essential College Facilities:**

- Computer Lab (optional)



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Barnett, Ziegler, and Byleen, "Finite Mathematics for Business, Economics, Life Sciences and Social Sciences", 14th edition. Prentice Hall, 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>	Sekhon, Rupinder and Bloom, Roberta, "Applied Finite Mathematics", Third Edition. 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Sullivan, "Finite Mathematics, An Applied Approach", 11th ed. Wiley, 2011
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Finite Mathematics for Business, Economics, Life Sciences and Social Sciences
<b>Author</b>	Barnett, Ziegler, and Byleen
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	2021/ 14th edition
<b>ISBN</b>	0134677958

<b>Title</b>	Finite Mathematics
<b>Author</b>	Margaret L. Lial American River College; Raymond N. Greenwell Hofstra,
<b>Publisher</b>	Pearson
<b>Date/Edition</b>	2021 / 12th Edition
<b>ISBN</b>	978-0135882627





**Suggested Reading List**

No value

**Reading List** Stefan WaStefan Warner and Steven R. Costenoble (March 2000) "Finite Mathematics Online Resources", [http://people.hofstra.edu/faculty/Stefan\\_Waner/RealWorld/tcfinitep.html](http://people.hofstra.edu/faculty/Stefan_Waner/RealWorld/tcfinitep.html)

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

**Reading List** GameTheory.Net (May 2004) "A Resource for Educators and Students of Game Theory", <http://www.gametheory.net>

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

**Reading List** Eric W. Weisstein. (2004) "Linear Programming." From MathWorld--A Wolfram Web Resource. <http://mathworld.wolfram.com/LinearProgramming.html>

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

**Reading List** David K Levine, Department of Economics, UCLA , "Zero Sum Game Solver", <http://levine.sscnet.ucla.edu/Games/zerosum.htm>

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

**Reading List** Math Medics, L.L.C. (1999-2004) S.O.S. "Mathematics" (Search for relevant topics such as Matrices, Linear programming, Markov Chains), <http://www.sosmath.com>

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

**Reading List** Drexel University (1999-2004) "The Math Forum", <http://mathforum.org/>

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

**Reading List** Narasimhan, Revathi, (2003), Kean University, "Math Online: Using Excel in Finite Math and Business Calculus", <http://www.kean.edu/~rnrasim/excel/excel.html>

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

**Reading List** Eric W. Weisstein. (2004) "Pascal's Triangle." From MathWorld--A Wolfram Web Resource. <http://mathworld.wolfram.com/PascalsTriangle.html>

Changed Field	Current Version	Proposed Version
	<p><b>May include, but are not limited to</b> No value</p>	
	<p><b>Reading List</b> Laura Ackerman Smoller, Associate Professor of History, Adjunct Associate Professor of Medical Humanities, University of Arkansas at Little Rock, "Applications: Web Based Precalculus", <a href="http://www.ualr.edu/~lasmoller/pascalstriangle.html">http://www.ualr.edu/~lasmoller/pascalstriangle.html</a></p>	
	<p><b>May include, but are not limited to</b> No value</p>	

## Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Develop, throughout the course as applicable, systematic problem solving methods</li> <li>• Investigate linear and exponential models</li> <li>• Investigate methods of solving linear systems using matrices; write a system of linear equations to solve applied problems; solve a system of linear equations using Gauss-Jordan elimination and interpret the result; find the inverse of a square matrix and use the inverse to solve a system of linear equations.</li> <li>• Formulate and solve linear programming models in at least three variables.</li> <li>• Develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments. Use these concepts to solve applied problems in finance including simple interest, annuities, sinking funds, and amortization.</li> <li>• Examine sets, counting techniques and their applications. Find unions, intersections and complements of sets. Use Venn diagrams to solve problems.</li> <li>• Create probability models and investigate their applications. Determine the probability of a specified event and find the conditional probability of an event.</li> <li>• Investigate stochastic processes and Markov chains</li> <li>• Utilize technology as an aid in exploring, analyzing, understanding and solving problems</li> <li>• Investigate, throughout the course as applicable, how mathematics is used as a human activity around the world.</li> <li>• Explore in depth advanced topics related to finite math through problem solving and/or projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, throughout the course as applicable, systematic problem solving methods</li> <li>• Investigate linear and exponential models</li> <li>• Investigate methods of solving linear systems using matrices; write a system of linear equations to solve applied problems; solve a system of linear equations using Gauss-Jordan elimination and interpret the result; find the inverse of a square matrix and use the inverse to solve a system of linear equations.</li> <li>• Formulate and solve linear programming models in at least three variables.</li> <li>• Develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments. Use these concepts to solve applied problems in finance including simple interest, annuities, sinking funds, and amortization.</li> <li>• Examine sets, counting techniques and their applications. Find unions, intersections and complements of sets. Use Venn diagrams to solve problems.</li> <li>• Create probability models and investigate their applications. Determine the probability of a specified event and find the conditional probability of an event.</li> <li>• Investigate stochastic processes and Markov chains</li> <li>• Utilize technology as an aid in exploring, analyzing, understanding and solving problems</li> <li>• Investigate, throughout the course as applicable, how mathematics is used as a human activity around the world.</li> <li>• Explore in depth advanced topics related to finite math through problem solving and/or projects.</li> </ul>

**Changed Field**

**Current Version**

**Proposed Version**

**CSLOs**

**CSLOs** Identify, evaluate, and utilize appropriate linear, probability, and optimization models and communicate results.

**Expected SLO Performance** 0.0

**CSLOs** Identify, evaluate, and utilize appropriate linear, probability, and optimization models and communicate results.

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**CSLOs** Compare, evaluate, judge, make informed decisions, and communicate results about various financial opportunities by applying the mathematical concepts and principles of the time value of money.

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**Expected SLO Performance** 0.0

**Course Outline**

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**Course Content**

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| <p>1. Develop, throughout the course as applicable, systematic problem solving methods</p> <ol style="list-style-type: none"> <li>1. devise a strategy or plan</li> <li>2. organize information, including identification and definition of known and unknown quantities</li> <li>3. translate into mathematical format</li> <li>4. apply mathematical tools to formulate a solution</li> <li>5. clearly communicate the solution             <ol style="list-style-type: none"> <li>1. state the solution</li> <li>2. interpret the results in the context of the problem</li> </ol> </li> </ol> <p>2. Investigate linear and exponential models</p> <ol style="list-style-type: none"> <li>1. produce linear graphs             <ol style="list-style-type: none"> <li>1. review Cartesian coordinates</li> <li>2. graph linear equations and linear inequalities</li> <li>3. investigate properties of parallel and perpendicular lines</li> </ol> </li> <li>2. construct linear equations</li> <li>3. apply the linear equations and linear systems to solve problems involving             <ol style="list-style-type: none"> <li>1. fixed and variable costs</li> <li>2. cost and revenue functions and break-even analysis</li> <li>3. supply and demand functions and equilibrium point</li> <li>4. comparison pricing models</li> </ol> </li> <li>4. Define properties and characteristics of exponential functions             <ol style="list-style-type: none"> <li>1. Properties of the graphs of exponential functions</li> <li>2. Solve applied problems involving exponential models</li> </ol> </li> <li>5. Define properties and characteristics of logarithmic functions             <ol style="list-style-type: none"> <li>1. Define the logarithmic function as the inverse of the exponential function</li> <li>2. Solve exponential equations using logarithms</li> <li>3. Solve applied problems involving logarithmic models</li> </ol> </li> </ol> <p>3. Investigate methods of solving linear systems using matrices; write a system of linear equations to solve applied problems; solve a system of linear equations using Gauss-Jordan elimination and interpret the result; find the inverse of a square matrix and use the inverse to solve a system of linear equations.</p> <ol style="list-style-type: none"> <li>1. define matrix             <ol style="list-style-type: none"> <li>1. entries and size of a matrix</li> <li>2. row and column matrices</li> <li>3. augmented matrix</li> <li>4. representation of data in matrix form</li> </ol> </li> <li>2. perform matrix operations             <ol style="list-style-type: none"> <li>1. addition and scalar multiplication</li> <li>2. matrix multiplication</li> </ol> </li> <li>3. apply Gauss-Jordan method to solve linear systems             <ol style="list-style-type: none"> <li>1. define elementary row operations</li> <li>2. perform operations on augmented matrices to obtain reduced row echelon form</li> <li>3. write solutions to linear systems                 <ol style="list-style-type: none"> <li>1. identify consistent and inconsistent systems</li> </ol> </li> </ol> </li> </ol> | <p>1. 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| <p>2. differentiate between independent and dependent consistent systems</p> <p>4. define identity matrix and find inverse matrices</p> <ol style="list-style-type: none"> <li>1. calculate inverse of a non-singular matrix using row operations</li> <li>2. write system of linear equations in matrix form</li> <li>3. use inverse matrix to solve systems that have unique solutions</li> </ol> <p>5. solve application problems involving consistent and inconsistent systems</p> <ol style="list-style-type: none"> <li>1. application problems resulting in no solution or many solutions</li> <li>2. setting up models requiring matrix multiplication in mixture problems such as             <ol style="list-style-type: none"> <li>1. batching process, product allocation and nutritional models</li> <li>2. cryptography</li> <li>3. Leontief input-output economic models</li> </ol> </li> </ol> <p>4. Formulate and solve linear programming models in at least three variables.</p> <ol style="list-style-type: none"> <li>1. set up a linear programming optimization model             <ol style="list-style-type: none"> <li>1. distinguish between minimization and maximization problems</li> <li>2. formulate objective function</li> <li>3. formulate constraints</li> </ol> </li> <li>2. solve linear programs using geometric approach             <ol style="list-style-type: none"> <li>1. draw feasibility region</li> <li>2. identify critical points</li> <li>3. determine optimal solution</li> <li>4. interpret solution</li> </ol> </li> <li>3. solve linear programs using the simplex method             <ol style="list-style-type: none"> <li>1. construct initial simplex tableau by adding slack variables</li> <li>2. perform pivot operations to obtain maximum solution</li> <li>3. use the dual problem to solve minimization problems</li> <li>4. interpret solution</li> </ol> </li> </ol> <p>5. 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Use these concepts to solve applied problems in finance including simple interest, annuities, sinking funds, and amortization.</p> <ol style="list-style-type: none"> <li>1. compare and calculate simple and compound interest             <ol style="list-style-type: none"> <li>1. effective interest rate</li> <li>2. present and future values for lump sums</li> </ol> </li> <li>2. develop compound interest models for annuities             <ol style="list-style-type: none"> <li>1. present value of an annuity; amortization</li> <li>2. future value of an annuity; sinking funds</li> </ol> </li> <li>3. apply financial models to real world problems such as             <ol style="list-style-type: none"> <li>1. mortgages and loans</li> <li>2. savings plans</li> </ol> </li> </ol> | <p>2. differentiate between independent and dependent consistent systems</p> <p>4. define identity matrix and find inverse matrices</p> <ol style="list-style-type: none"> <li>1. calculate inverse of a non-singular matrix using row operations</li> <li>2. write system of linear equations in matrix form</li> <li>3. use inverse matrix to solve systems that have unique solutions</li> </ol> <p>5. solve application problems involving consistent and inconsistent systems</p> <ol style="list-style-type: none"> <li>1. application problems resulting in no solution or many solutions</li> <li>2. setting up models requiring matrix multiplication in mixture problems such as             <ol style="list-style-type: none"> <li>1. batching process, product allocation and nutritional models</li> <li>2. cryptography</li> <li>3. 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| <ul style="list-style-type: none"> <li>3. leasing</li> <li>4. capital expenditures</li> <li>5. bonds</li> <li>6. Examine sets, counting techniques and their applications. Find unions, intersections and complements of sets. Use Venn diagrams to solve problems.             <ul style="list-style-type: none"> <li>1. investigate sets and their properties                 <ul style="list-style-type: none"> <li>1. subsets</li> <li>2. complements</li> <li>3. unions and intersections</li> <li>4. Venn Diagrams</li> <li>5. De Morgan's Laws</li> </ul> </li> <li>2. utilize counting techniques                 <ul style="list-style-type: none"> <li>1. fundamental principles of counting                     <ul style="list-style-type: none"> <li>1. multiplication rule</li> <li>2. addition rule</li> </ul> </li> <li>2. permutations                     <ul style="list-style-type: none"> <li>1. permutations involving distinct elements</li> <li>2. circular permutations</li> <li>3. permutations involving indistinguishable elements</li> </ul> </li> <li>3. combinations                     <ul style="list-style-type: none"> <li>1. combinations involving a single set</li> <li>2. combinations involving several sets</li> </ul> </li> </ul> </li> <li>3. apply counting techniques to solve problems such as                 <ul style="list-style-type: none"> <li>1. consumer surveys, investing, student reading habits</li> <li>2. book displays, seating, pin numbers, coin tosses, telephone numbers, radio station call letters, license plates</li> <li>3. committee selection, menu selection, card hands, bus or taxi routing, quality control, lottery</li> </ul> </li> </ul> </li> <li>7. 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possibilities are:

1. investigate the number  $e$  in continuous compounding
  2. research Dr. George Dantzig's contribution in the development of linear programming and computers
  3. research Indian scientist Narendra Karmakar's contribution to linear programming
  4. apply Wassily Leontief's Nobel prize winning economic models
  5. explain the Law of 72 in continuous compounding as used by various cultures as those of Egypt, India, the Arabic cultures, China and Europe
  6. European and Chinese origins of Pascal's Triangle
2. applications that are of historical and/or contemporary interest. Some possibilities are:
1. utilize mathematical modeling to predict real-life occurrences in fields such as physical sciences, social science, astronomy, management, and economics
  2. study the recent use of matrices as a natural way to organize data in the fields of management, natural science and social science, as well as, to solve problems that arise in these fields, from inventory control to models of a nation's economy
  3. investigate the use of probability in areas as diverse as gambling, medical testing, industrial testing, insurance policy analysis, weather forecasting and financial planning.
  4. employ expected value (mathematical expectation) in its widespread application to the decision making process in business, economics and operations research
  5. analyze the conflict situations and their corresponding strategies for decision making the relatively recent branch of mathematics called game theory

See Multicultural Handout for developmental sequence for additional activities

11. Explore in depth advanced topics related to finite math through problem solving and/or projects.

1. Typical problem solving topics may include any of the following:
  1. Utilize counting techniques beyond those included in Section F, such as combinations with repeated selections permitted, Pigeon Hole Principle, derangements.
  2. Solve discrete probability problems more advanced than those described or required in Section G using distributions with combinatoric methods and with repeated trials, including negative binomial, geometric, and, multinomial distributions, and

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  2. study the recent use of matrices as a natural way to organize data in the fields of management, natural science and social science, as well as, to solve problems that arise in these fields, from inventory control to models of a nation's economy
  3. investigate the use of probability in areas as diverse as gambling, medical testing, industrial testing, insurance policy analysis, weather forecasting and financial planning.
  4. employ expected value (mathematical expectation) in its widespread application to the decision making process in business, economics and operations research
  5. analyze the conflict situations and their corresponding strategies for decision making the relatively recent branch of mathematics called game theory

See Multicultural Handout for developmental sequence for additional activities

11. Explore in depth advanced topics related to finite math through problem solving and/or projects.

1. Typical problem solving topics may include any of the following:
  1. Utilize counting techniques beyond those included in Section F, such as combinations with repeated selections permitted, Pigeon Hole Principle, derangements.
  2. Solve discrete probability problems more advanced than those described or required in Section G using distributions with combinatoric methods and with repeated trials, including negative binomial, geometric, and, multinomial distributions, and



Changed Field	Current Version	Proposed Version
	<p>compare and contrast with binomial and hypergeometric distributions.</p> <p>3. Use both probabilities and the time value of money together to calculate the values of life contingent annuities or the premium (cost) of life insurance over a future period of time.</p> <p>4. Analyze problems and investigate concepts of Game Theory using matrices, expected value, probability, and linear programming.</p> <p>5. Demonstrate use and understanding of algorithms to solve linear programs in non-standard form with mixed constraints in 3 or more variables.</p> <p>2. Typical project topics may include any of the following:</p> <ol style="list-style-type: none"> <li>1. Investigate the concepts and methods of Game Theory, using matrices, expected value, probability, and linear programming.</li> <li>2. Investigate the algebraic structure of a Boolean algebra by examining and comparing the operations of symbolic logic and the algebra of sets operations.</li> <li>3. Investigate applications in mathematics of graph theory, including formal definition of a graph, representations of graphs and directed graphs and weighted graphs and using matrices such as adjacency and incidence matrices to represent graphs. Explore use of algorithms to solve problems in graph theory.</li> <li>4. Designing and Optimizing financial portfolios using Efficient Frontiers and Modern Portfolio Theory (using computer spreadsheet such as Excel, or using Python or other software).</li> </ol>	<p>compare and contrast with binomial and hypergeometric distributions.</p> <p>3. Use both probabilities and the time value of money together to calculate the values of life contingent annuities or the premium (cost) of life insurance over a future period of time.</p> <p>4. Analyze problems and investigate concepts of Game Theory using matrices, expected value, probability, and linear programming.</p> <p>5. Demonstrate use and understanding of algorithms to solve linear programs in non-standard form with mixed constraints in 3 or more variables.</p> <p>2. Typical project topics may include any of the following:</p> <ol style="list-style-type: none"> <li>1. Investigate the concepts and methods of Game Theory, using matrices, expected value, probability, and linear programming.</li> <li>2. Investigate the algebraic structure of a Boolean algebra by examining and comparing the operations of symbolic logic and the algebra of sets operations.</li> <li>3. Investigate applications in mathematics of graph theory, including formal definition of a graph, representations of graphs and directed graphs and weighted graphs and using matrices such as adjacency and incidence matrices to represent graphs. Explore use of algorithms to solve problems in graph theory.</li> <li>4. Designing and Optimizing financial portfolios using Efficient Frontiers and Modern Portfolio Theory (using computer spreadsheet such as Excel, or using Python or other software).</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>	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	<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 EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)

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


#### 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>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	MATH 011H	MATH 011H
	<b>Course Status</b>	New	New
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	MATH	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	Honors	Honors
	<b>Cross-Listed/Related Course Information</b>	NA	NA
	<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
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Emergency Approval</b>	No	No Value

Changed	Questions	Current Version	Proposed Version
!	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
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	235004	No Value
!	Account Code	1320	No Value
!	Program Code	170100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Other	No Value	The text book is updated. Minor changes to the methods of evaluations.

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

**A-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<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	<p>Assignments: B. Written assignments which may include:</p> <ol style="list-style-type: none"> <li>1. Problem solving exercises from the text that include both computational and concept based questions</li> <li>2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary</li> <li>3. Projects such as labs or "big problems" that require research or data collection</li> <li>4. Problem journals</li> <li>5. Portfolios</li> <li>6. Assignments using supplemental software on a computer</li> </ol> <p>Method of Evaluation: A. A minimum of three one hour exams or two exams and a project. The exams will be composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class.</p>
+	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	<p>Methods of Evaluation: D. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.</p>
	<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

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

**D-Matrix Form**

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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	<p>Outline: E Develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments. Use these concepts to solve applied problems in finance including simple interest, annuities, sinking funds, and amortization.</p> <p>1. compare and calculate simple and compound interest  a. effective interest rate  b. present and future values for lump sums  2. develop compound interest models for annuities  a. present value of an annuity; amortization  b. future value of an annuity; sinking funds  3. apply financial models to real world problems such as  a. mortgages and loans  b. savings plans  c. leasing  d. capital expenditures  e. bonds</p>
!	<p><b>Objective 3: Explore functions.</b></p>	No Value	<p>Outline: B. Investigate linear and exponential models</p> <p>1. produce linear graphs  a. review Cartesian coordinates  b. graph linear equations and linear inequalities  c. investigate properties of parallel and perpendicular lines  2. construct linear equations  3. apply the linear equations and linear systems to solve problems involving  a. fixed and variable costs  b. cost and revenue functions and break-even analysis  c. supply and demand functions and equilibrium point  d. comparison pricing models  4. Define properties and characteristics of exponential functions  a. Properties of the graphs of exponential functions  b. Solve applied problems involving exponential models  5. Define properties and characteristics of logarithmic functions  a. Define the logarithmic function as the inverse of the exponential function  b. Solve exponential equations using logarithms  c. Solve applied problems involving logarithmic models</p>



Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop linear function models.</b>	No Value	<p>Outline: B. Investigate linear and exponential models 1. produce linear graphs a. review Cartesian coordinates b. graph linear equations and linear inequalities c. investigate properties of parallel and perpendicular lines 2. construct linear equations 3. apply the linear equations and linear systems to solve problems involving a. fixed and variable costs b. cost and revenue functions and break-even analysis c. supply and demand functions and equilibrium point d. comparison pricing models 4. Define properties and characteristics of exponential functions a. Properties of the graphs of exponential functions b. Solve applied problems involving exponential models 5. Define properties and characteristics of logarithmic functions a. Define the logarithmic function as the inverse of the exponential function b. Solve exponential equations using logarithms c. Solve applied problems involving logarithmic models</p>
	<b>Objective 5: Use systems of two linear equations to solve real world problems.</b>	No Value	<p>Outline: D. Formulate and solve linear programming models in at least three variables. 1. set up a linear programming optimization model a. distinguish between minimization and maximization problems b. formulate objective function c. formulate constraints 2. solve linear programs using geometric approach a. draw feasibility region b. identify critical points c. determine optimal solution d. interpret solution 3. solve linear programs using the simplex method a. construct initial simplex tableau by adding slack variables b. perform pivot operations to obtain maximum solution c. use the dual problem to solve minimization problems d. interpret solution</p>
	<b>Objective 6: Use linear inequalities in one variable to solve real world problems.</b>	No Value	<p>Outline: B. Investigate linear and exponential models 1. produce linear graphs a. review Cartesian coordinates b. graph linear equations and linear inequalities c. investigate properties of parallel and perpendicular lines 2. construct linear equations 3. apply the linear equations and linear systems to solve problems involving a. fixed and variable costs b. cost and revenue functions and break-even analysis c. supply and demand functions and equilibrium point d. comparison pricing models 4. Define properties and characteristics of exponential functions a. Properties of the graphs of exponential functions b. Solve applied problems involving exponential models 5. Define properties and characteristics of logarithmic functions a. Define the logarithmic function as the inverse of the exponential function b. Solve exponential equations using logarithms c. Solve applied problems involving logarithmic models</p>
	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	<p>Outline: B. Investigate linear and exponential models 1. produce linear graphs a. review Cartesian coordinates b. graph linear equations and linear inequalities c. investigate properties of parallel and perpendicular lines 2. construct linear equations 3. apply the linear equations and linear systems to solve problems involving a. fixed and variable costs b. cost and revenue functions and break-even analysis c. supply and demand functions and equilibrium point d. comparison pricing models 4. Define properties and characteristics of exponential functions a. Properties of the graphs of exponential functions b. Solve applied problems involving exponential models 5. Define properties and characteristics of logarithmic functions a. Define the logarithmic function as the inverse of the exponential function b. Solve exponential equations using logarithms c. Solve applied problems involving logarithmic models</p>

Changed	Questions	Current Version	Proposed Version
<b>i</b>	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	Outline: B. Investigate linear and exponential models 1. produce linear graphs a. review Cartesian coordinates b. graph linear equations and linear inequalities c. investigate properties of parallel and perpendicular lines 2. construct linear equations 3. apply the linear equations and linear systems to solve problems involving a. fixed and variable costs b. cost and revenue functions and break-even analysis c. supply and demand functions and equilibrium point d. comparison pricing models 4. Define properties and characteristics of exponential functions a. Properties of the graphs of exponential functions b. Solve applied problems involving exponential models 5. Define properties and characteristics of logarithmic functions a. Define the logarithmic function as the inverse of the exponential function b. Solve exponential equations using logarithms c. Solve applied problems involving logarithmic models
	<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
	<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

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
	<b>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</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>i</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	Consent of Honors coordinator.
	<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 Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.</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

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

**De Anza GE - ESGC Form**


Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
	<b>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</b>	No Value	No Value

## Comments

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



Changed	Questions	Current Version	Proposed Version				
	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<b>Date</b>	<b>Name</b>	<b>Part - Type of Field Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			5/28/24	Zack Judson	Matrix Required	Please complete matrix H for your Honors limitation on enrollment.	incomplete - zj 5/29
	<b>Stage 8: AVP - Instruction</b>	No Value	No Value				
	<b>Stage 9: Articulation Officer</b>	No Value	No Value				
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value				
	<b>Stage 14: 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>	MATHD011H
	<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, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000617394

#### Articulation

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

De Anza College  
**Change Report**  
09/30/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	CSLOs
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

<b>Section</b>	<b>Changed field</b>
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	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
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 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.)
De Anza GE - ESGC Form	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.
De Anza GE - ESGC Form	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.
De Anza GE - ESGC Form	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?

**Section****Changed field**

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?

**General Information**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	• Erik Woodbury	• James Nguyen
	<b>Course ID (CB01A and CB01B)</b>	POLID015.	POLID015.
	<b>Course Control Number</b>	CCC000370204	CCC000370204
	<b>Course Title (CB02)</b>	Grassroots Democracy: Race, Politics and the American Promise	Grassroots Democracy: Race, Politics and the American Promise
	<b>Short Course Title</b>	GRSRTS DEMOC:RACE, POLI & AMER	GRSRTS DEMOC:RACE, POLI & AMER
	<b>TOP Code (CB03)</b>	2201.20	2201.20 American Studies
	<b>CIP Code</b>	American/United States Studies/Civilization	05.0102 American/United States Studies/Civilization
	<b>Department</b>	POLI - Political Science	POLI - Political Science
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Applied and theoretical learning for students of social justice, this course will examine race, culture and contradictions in the ideal of the American Dream through a comparative analysis of American experiences of migration. Particular emphasis will be on the historical experiences of European immigrants, African Americans, Mexican Americans, and Asian Americans. The course will also discuss the contemporary social and cultural implications of the migration process. Using a multidisciplinary social science approach, attention will be given to issues of race, ethnicity, gender, class, and ecology as well as the role of the state (policy) to the process of migration and immigration.	<del>Applied-</del> <u>This course offers both applied and theoretical learning for students of social justice, this course- justice. It will examine- delve into an examination of race, <del>culture- culture,</del> and contradictions <u>inherent</u> in the ideal of the American Dream through a comparative analysis of American experiences of migration. <del>Particular emphasis-</del> <u>Special focus</u> will be <u>placed</u> on the historical experiences of European immigrants, African Americans, Mexican Americans, and Asian Americans. <del>The-</del> <u>Additionally, the</u> course will <del>also discuss the-</del> <u>address</u> contemporary social and cultural implications of the migration <del>process-</del> <u>process</u>. <del>Using-</del> <u>process. Employing,</u> a multidisciplinary social science approach, <del>attention- the course</del> will be given <del>pay</del> <u>attention</u> to issues of race, ethnicity, gender, class, and <del>ecology as well as</del> <u>ecology</u>. <u>Furthermore, it will explore</u> the role of the <del>state (policy)-to-</del> <u>state</u>, <u>particularly in terms of policy, in shaping</u> the <del>process-</del> <u>processes</u> of migration and immigration.</u>
	<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>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>Political Science</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 - POLITICAL SCIENCE</li> </ul>

### Formerly Statement

Changed	Field	Current Version	Proposed Version
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	Formerly Statement	No value	
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### Course Justification

Changed	Field	Current Version	Proposed Version
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	Course Justification	<p>This course meets a general education requirement for De Anza, CSUGE and IGETC; fulfills one of the elective options for De Anza's AA-T degree in Political Science; and also meets the UC Berkeley American Cultures graduation requirement. This course is CSU and UC transferable. This course provides an interdisciplinary, multicultural and gendered view of American politics with a particular focus on race, racism and the complicity of the state in the perpetuation of racism throughout the history and political development of the United States and as such is cross-listed. By developing students understanding of the intersectional and institutionalized nature of racism in the United States, this course helps students become socially responsible leaders in their communities, the nation and the world.</p>	<p>This course meets a general education requirement for De Anza, <del>CSUGE</del> <u>Anza</u> and <del>IGETC</del>, <u>Cal-GETC</u>; fulfills one of the elective options for De Anza's AA-T degree in Political Science; and also meets the UC Berkeley American Cultures graduation requirement. This course is CSU and UC transferable. This course provides an interdisciplinary, multicultural and gendered view of American politics with a particular focus on race, racism and the complicity of the state in the perpetuation of racism throughout the history and political development of the United States and as such is cross-listed. By developing students understanding of the intersectional and institutionalized nature of racism in the United States, this course helps students become socially responsible leaders in their communities, the nation and the world.</p>
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### Stand-Alone Statement

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

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

### 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>Yes - complete the cross-listed form</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	

## Associated Programs

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

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

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

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

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

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

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

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

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

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

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

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

<b>Associated Program</b>	CSU GE
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<b>Associated Program</b>	CSU GE
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**Changed Field****Current Version****Proposed Version**

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

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

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

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

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

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

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer


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

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

Changed	Field	Current Version	Proposed Version
		<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>Associated Program</b> Social Justice Studies: General Studies for Transfer <b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree
		<b>Associated Program</b> Leadership and Social Change <b>Award Type</b> Certificate of Achievement (COA)	<b>Associated Program</b> Leadership and Social Change <b>Award Type</b> Certificate of Achievement (COA)
		<b>Associated Program</b> Leadership and Social Change <b>Award Type</b> Certificate of Achievement (COA)	<b>Associated Program</b> Leadership and Social Change <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>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - 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>• 2GDX - Approved.</li> <li>• 2GES - 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>• 2GDX - Approved.</li> <li>• 2GES - 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>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>	-	No value
<b>System/Institution</b>	De Anza GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>														
-	No value														
<b>System/Institution</b>	De Anza GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>														
-	No value														
		<table border="1"> <tr> <td><b>System/Institution</b></td> <td>IGETC</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	IGETC	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - 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>• 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>• CA4X - Approved.</li> </ul>	-	No value
<b>System/Institution</b>	IGETC														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul>														
-	No value														
<b>System/Institution</b>	Cal-GETC														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA4X - Approved.</li> </ul>														
-	No value														
		<table border="1"> <tr> <td><b>System/Institution</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	CSU GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>	-	No value							
<b>System/Institution</b>	CSU GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>														
-	No value														

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

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

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

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

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

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

## SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

## Specifications





**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Discussion and problem solving performed in class  
In-class exploration of Internet sites  
Homework and extended projects  
Field observation and field trips  
Guest speakers  
Collaborative learning and small group exercises  
Civic Engagement and/or Service Learning Projects  
Portfolio projects

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Discussion and problem solving performed in class  
In-class exploration of Internet sites  
Homework and extended projects  
Field observation and field trips  
Guest speakers  
Collaborative learning and small group exercises  
Civic Engagement and/or Service Learning Projects  
Portfolio projects

**Assignments**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group service learning/civic engagement project related to course content at the beginning of the term. Students may also carry out interview assignments as part of research projects.</li> <li>2. Oral: Students will participate in class discussions, in small problem-solving groups, in listening partnerships/narrative learning groups, and make oral presentations based on their service learning/civic engagement, and/or other class assignments.</li> <li>3. Written: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, specific content areas relevant to their civic engagement or service learning projects and to the specific case studies encompassed in the course.</li> <li>5. Collaborative Learning: students will engage in periodic listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material. Students will also engage in in-class collaborative learning groups to present on course material.</li> </ol> | <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group service learning/civic engagement project related to course content at the beginning of the term. Students may also carry out interview assignments as part of research projects.</li> <li>2. Oral: Students will participate in class discussions, in small problem-solving groups, in listening partnerships/narrative learning groups, and make oral presentations based on their service learning/civic engagement, and/or other class assignments.</li> <li>3. Written: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, specific content areas relevant to their civic engagement or service learning projects and to the specific case studies encompassed in the course.</li> <li>5. Collaborative Learning: students will engage in periodic listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material. Students will also engage in in-class collaborative learning groups to present on course material.</li> </ol> |
|---|---|

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of Evaluation

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

1. Small and large group participation that assesses students ability to identify and critically evaluate contemporary legacies of migration histories among other class learning goals.
2. Quizzes that assess students ability to investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans, among other class learning goals.
3. Short papers that assess the students ability to identify and critically evaluate major conceptual issues regarding migration to and within the United States, among other class learning goals.
4. Field work/group work reports that demonstrate students ability to identify and practice major methodologies of social science

**Methods  
of  
Evaluation**

1. Small and large group participation that assesses students ability to identify and critically evaluate contemporary legacies of migration histories among other class learning goals.
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**Changed Field****Current Version****Proposed Version**

field research,  
among other  
learning goals for  
the course.

5. Narrative learning  
partnership  
reports that  
demonstrate  
students ability to  
use and assess  
"listening  
partnerships,"  
"dyadic  
relationships,"  
and/or other  
forms of  
"narrative  
partnerships" to  
listen to,  
comprehend, and  
communicate  
cognitive and  
affective  
experiences  
relating to the  
course material.

6. Oral Reports that  
among other  
things assess  
students ability to  
identify and  
critically examine  
the role of gender  
stereotypes and  
gender role  
enforcement  
plays in the  
functioning of  
racism in the  
American  
context.

7. Mid-term  
examinations that  
appraise  
comprehension  
and require  
synthesis and  
application of  
course material.

8. Weekly  
journal/homework  
assignments that

field research,  
among other  
learning goals for  
the course.

5. Narrative learning  
partnership  
reports that  
demonstrate  
students ability to  
use and assess  
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American  
context.

7. Mid-term  
examinations that  
appraise  
comprehension  
and require  
synthesis and  
application of  
course material.

8. Weekly  
journal/homework  
assignments that

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

assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.

9. Comprehensive cumulative research paper that appraises comprehension and require synthesis and application of course material.

10. Comprehensive cumulative project/portfolio that appraises comprehension and require synthesis and application of course material.

11. Final exam that appraises comprehension and require synthesis and application of course material.

assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.

9. Comprehensive cumulative research paper that appraises comprehension and require synthesis and application of course material.

10. Comprehensive cumulative project/portfolio that appraises comprehension and require synthesis and application of course material.

11. Final exam that appraises comprehension and require synthesis and application of course material.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- None.

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- None

**Essential College Facilities:**

- None



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Ronald Takaki, "A Different Mirror: A History of Multicultural America" (New York: Back Bay Books/Little, Brown & Co., 1st rev. ed., 2008).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Ronald Takaki, "A Different Mirror: A History of Multicultural America" (New York: Back Bay Books/Little, Brown & Co., 1st rev. ed., 2008).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Coates, Ta-Nehisi. Between the World and Me. Spiegel & Grau, 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Coates, Ta-Nehisi. Between the World and Me. Spiegel & Grau, 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Vicki Ruiz & Carol Dubois, "Unequal Sisters: an Inclusive Reader in U.S. Women's History" (New York: Routledge, 4th ed., 2008).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Vicki Ruiz & Carol Dubois, "Unequal Sisters: an Inclusive Reader in U.S. Women's History" (New York: Routledge, 4th ed., 2008).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value

<b>Title</b>	No value

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

<b>Author</b>	Gary Delgado & Zoltan Grossman, "Multiracial Formations: New Instruments for Change" (Oakland, CA: Applied Research Center, 2003).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Author</b>	Gary Delgado & Zoltan Grossman, "Multiracial Formations: New Instruments for Change" (Oakland, CA: Applied Research Center, 2003).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Chang, Jeff. Who We Be: A Cultural History of Race in Post-Civil Rights America. St. Martin's Press. 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Chang, Jeff. Who We Be: A Cultural History of Race in Post-Civil Rights America. St. Martin's Press. 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	So You Want to Talk About Race
<b>Author</b>	Oluo, Ijeoma
<b>Publisher</b>	Seal Press
<b>Date/Edition</b>	2019
<b>ISBN</b>	ISBN 978-1580058827

<b>Title</b>	"Can We All Get Along?": Racial and Ethnic Minorities in American Politics
<b>Author</b>	McClain, Paula D., and Jessica D. Johnson Carew



**Changed** **Field**

**Current Version**

**Proposed Version**

**Publisher** Westview Press

**Date/Edition** 7th edition, 2018

**ISBN** ISBN 978-  
0813350647



**Suggested Reading List**

No value

**Reading List** Suzanne Lipsky, "Internalized Racism," (Seattle, WA: Rational Island Publishers, 1987).

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

**Reading List** Gloria Anzaldua, ed., "Making Face, Making Soul: Haciendo Caras" (San Francisco, CA: Aunt Lute Foundation Books, 1990).

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

**Reading List** Benjamin P. Bowser and Raymond Hunt, eds., "Impacts of Racism on White Americans" (second edition) (Thousand Oaks, CA: Sage, 1996).

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

**Reading List** Cherie Brown, "The Dynamics of Anti-Semitism," Tikkun (March-April, 1991), Vol. 6, No. 2, pp. 26-28.

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

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

**Reading List** Gloria Anzaldua & Cherie Moraga, eds., "This Bridge Called My Back: Writings by Radical Women of Color" (Berkeley, CA: Third Women Press, expanded and rev. 3rd ed., 2002).

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

**Reading List** Cherie Brown and George J. Mazza, "Healing Into Action: A Leadership Guide for Creating Diverse Communities" (Washington, DC: National Coalition Building Institute, 1997).

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

**Reading List** Lan Cao and Himilce Novas, "Everything You Need to Know About Asian American History" (Plume, 1996).

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

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

**Reading List** Jan Carew, "Columbus and the Origins of Racism in the Americas" in Fulcrums of Change

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

**Reading List** Ward Churchill, "Crimes Against Humanity," in N.G. Yuen, ed., The Politics of Liberation, (second edition) ( Dubuque, IA: Kendall/Hunt, 1997).

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

**Reading List** Adam Hochschild, "Against All Odds," by (Mother Jones, Feb. 2004)

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

**Reading List** Paulo Freire, "Pedagogy of the Oppressed" (New York: Continuum, 1983).

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

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

**Reading List** Michael Lerner, "Surplus Powerlessness" (Oakland, CA: Institute for Labor and Mental Health, 1986).

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

**Reading List** Michael Lerner, "Giving White Men and Other Supposed Oppressors a Break, in The Politics of Meaning" (Reading, MA: Addison-Wesley, 1996).

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

**Reading List** David Montejano (Editor), "Chicano Politics and Society in the Late Twentieth Century" (University of Texas Press, 1999).

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

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

**Reading List** Francisco A. Rosales, "Chicano! : The History of the Mexican American Civil Rights Movement" (Arte Publico Press, 1997).

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

**Reading List** Haunani Kay Trask, "From a Native Daughter: Colonialism and Sovereignty in Hawaii," (Monroe, ME: Common Courage Press, 1993).

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

**Reading List** Julian Weissglass, "Ripples of Hope: Building Relationships for Educational Change" (Santa Barbara, CA: Center for Educational Change in Mathematics, 1998).

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

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

**Reading List** Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," in Nicky Gonzalez Yuen, The Politics of Liberation, 4th Ed. (Kendall/Hunt, 2004)

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

**Reading List** Erica Sherover-Marcuse, "Liberation Theory: Axioms and Working Assumptions about the Perpetuation of Social Oppression," in Nicky Gonzalez Yuen, ed., The Politics of Liberation (4th edition), (Dubuque, IA: Kendall/Hunt, 2004).

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

**Reading List** Erica Sherover-Marcuse, "A Working Definition of Racism," in Nicky Gonzalez Yuen, ed., The Politics of Liberation (4th edition), (Dubuque, IA: Kendall/Hunt, 2004).

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

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

**Reading List** Ronald Takaki, "Strangers from a Different Shore" (New York: Penguin, 1998).

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

**Reading List** Cheng Im Tan, "The Liberation of Asians" (Seattle: Rational Island Publishers, 1993).

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

**Reading List** Sally Roesch Wagner, "The Untold Story of The Iroquois Influence On Early Feminists," (on line article)

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

**Reading List** Bob Wing, "Crossing Race and Nationality: The Racial Formation of Asian Americans, 1852-1965"

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



**Changed Field**

**Current Version**

**Proposed Version**

**Reading List** Nicky Gonzalez Yuen, "Oppression and Democracy," in Nicky Gonzalez Yuen, The Politics of Liberation, 4th Ed. (Kendall/Hunt, 2004)

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

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research.</li> <li>• Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.</li> <li>• Identify and critically evaluate major conceptual issues regarding migration to and within the United States.</li> <li>• Identify and critically evaluate contemporary legacies of migration histories.</li> <li>• Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.</li> <li>• Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.</li> <li>• Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to make the world more socially just and environmentally sustainable.</li> <li>• Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research.</li> <li>• Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.</li> <li>• Identify and critically evaluate major conceptual issues regarding migration to and within the United States.</li> <li>• Identify and critically evaluate contemporary legacies of migration histories.</li> <li>• Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.</li> <li>• Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.</li> <li>• Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to make the world more socially just and environmentally sustainable.</li> <li>• Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.</li> </ul>



CSLOs

**CSLOs** Students will identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify, critically evaluate, and compare contemporary legacy of migration histories.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify, critically evaluate, and compare contemporary legacy of migration histories.

**Expected SLO Performance** 0.0

**CSLOs** Identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.

**Expected SLO Performance** 0.0

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

<b>CSLOs</b>	Identify and critically evaluate major conceptual issues regarding migration to and within the United States.
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<b>Expected SLO Performance</b>	0.0
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<b>CSLOs</b>	Identify, critically evaluate, and compare contemporary legacy of migration histories.
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<b>Expected SLO Performance</b>	0.0
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**Course Outline**

**Changed Field****Current Version****Proposed Version****Course  
Content**

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| <ol style="list-style-type: none"><li>1. Explore the nature of the social sciences as a disciplinary field.<ol style="list-style-type: none"><li>1. Social Science as the study of people as members of society.</li><li>2. The study of social structures/institutions.</li><li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li><li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li><li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li><li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li><li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li><li>8. Historical methodologies which explore and interpret the development of human events over time.</li><li>9. Women's Studies as:<ol style="list-style-type: none"><li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups; and</li><li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of family, work, beauty images, social movements and the media.</li></ol></li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Explore the nature of the social sciences as a disciplinary field.<ol style="list-style-type: none"><li>1. Social Science as the study of people as members of society.</li><li>2. The study of social structures/institutions.</li><li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li><li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li><li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li><li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li><li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li><li>8. Historical methodologies which explore and interpret the development of human events over time.</li><li>9. Women's Studies as:<ol style="list-style-type: none"><li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups; and</li><li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of family, work, beauty images, social movements and the media.</li></ol></li></ol></li></ol> |
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|---|---|
| <p>3. a multi-faceted discipline including such diverse perspectives as:</p> <ol style="list-style-type: none"><li>1. liberal feminism</li><li>2. socialist feminism</li><li>3. ecofeminism</li><li>4. radical feminism</li><li>5. multisystems feminism</li></ol> <p>2. Identify and practice major methodologies of social science field research.</p> <ol style="list-style-type: none"><li>1. Interview.</li><li>2. Observation.</li><li>3. Participant observation.</li><li>4. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.</li><li>5. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</li><li>6. Use community civic engagement and service learning opportunities to explore the reality of social environments outside of classroom settings, to explore and assess the ways student can make a difference in making a positive impact at multiple levels in making the world more socially just and environmentally sustainable, and use this experience to compare and analyze the theoretical models available through various social science disciplines.</li></ol> <p>3. Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.</p> <ol style="list-style-type: none"><li>1. African Americans: Pre-slavery and Slavery era; South to North migration 1900</li></ol> | <p>3. a multi-faceted discipline including such diverse perspectives as:</p> <ol style="list-style-type: none"><li>1. liberal feminism</li><li>2. socialist feminism</li><li>3. ecofeminism</li><li>4. radical feminism</li><li>5. multisystems feminism</li></ol> <p>2. Identify and practice major methodologies of social science field research.</p> <ol style="list-style-type: none"><li>1. Interview.</li><li>2. Observation.</li><li>3. Participant observation.</li><li>4. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.</li><li>5. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</li><li>6. Use community civic engagement and service learning opportunities to explore the reality of social environments outside of classroom settings, to explore and assess the ways student can make a difference in making a positive impact at multiple levels in making the world more socially just and environmentally sustainable, and use this experience to compare and analyze the theoretical models available through various social science disciplines.</li></ol> <p>3. Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.</p> <ol style="list-style-type: none"><li>1. African Americans: Pre-slavery and Slavery era; South to North migration 1900</li></ol> |
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**Changed Field****Current Version****Proposed Version**

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| <p>to 1950s; re-migration patterns to the South in the current era.</p> <p>2. European Americans: 1840s to 1940. Post WWII suburban exodus to current issues of urban gentrification.</p> <p>3. Mexican Americans and other Latin American immigrants: 1848 to the present.</p> <p>4. Asian Americans: 1840s to the present.</p> <p>5. Indigenous cultures- pre-Colonial era to the present.</p> <p>6. Resources extraction and exploitation; ecosystems impacts; environmental racism and environmental justice.</p> <p>4. Identify and critically evaluate major conceptual issues regarding migration to and within the United States.</p> <ol style="list-style-type: none"><li>1. Race and class as factors in the history of U.S. immigration policy.</li><li>2. Economic production, economic change and migration.</li><li>3. Migration, ethnicity and cultural change.</li><li>4. Gender issues in migration histories.</li><li>5. The Environment: Reciprocal impacts of factors such as migration, technology, and modes of economic production on the natural environment and how these in turn are affected by nature.</li><li>6. Obstacles and aids in community development: political resistance, integration, assimilation; separatism; internalized oppression; language; religion.</li></ol> <p>5. Identify and critically evaluate contemporary legacies of migration histories.</p> <ol style="list-style-type: none"><li>1. Institutional practices of discrimination (in state policy</li></ol> | <p>to 1950s; re-migration patterns to the South in the current era.</p> <p>2. European Americans: 1840s to 1940. Post WWII suburban exodus to current issues of urban gentrification.</p> <p>3. Mexican Americans and other Latin American immigrants: 1848 to the present.</p> <p>4. Asian Americans: 1840s to the present.</p> <p>5. Indigenous cultures- pre-Colonial era to the present.</p> <p>6. Resources extraction and exploitation; ecosystems impacts; environmental racism and environmental justice.</p> <p>4. Identify and critically evaluate major conceptual issues regarding migration to and within the United States.</p> <ol style="list-style-type: none"><li>1. Race and class as factors in the history of U.S. immigration policy.</li><li>2. Economic production, economic change and migration.</li><li>3. Migration, ethnicity and cultural change.</li><li>4. Gender issues in migration histories.</li><li>5. The Environment: Reciprocal impacts of factors such as migration, technology, and modes of economic production on the natural environment and how these in turn are affected by nature.</li><li>6. Obstacles and aids in community development: political resistance, integration, assimilation; separatism; internalized oppression; language; religion.</li></ol> <p>5. Identify and critically evaluate contemporary legacies of migration histories.</p> <ol style="list-style-type: none"><li>1. Institutional practices of discrimination (in state policy</li></ol> |
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**Changed Field****Current Version****Proposed Version**

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| and in civil society).<br>2. Contemporary immigration issues: trans-nationalism, new immigrant groups, the global economy, the new nativism.<br>3. Environmental racism and mass resistance.<br>6. Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.<br>1. African Americans: Slavery era through South to North migration and early civil rights era gender formations.<br>2. European Americans: 1700s to 1960s (colonial era through early modern feminism, including variations by social class and the role that ethnicity/class play in shaping dominant and popular views of "femininity").<br>3. Mexican Americans: 1848 to pre-civil rights era (including how shifting national boundaries, migration, and work patterns shaped family and gender formations.)<br>4. Asian Americans: 1840s to 1970s (including the ways that immigration restriction, migration and work patterns shaped family and gender formations as well as population growth and political power.)<br>7. Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.<br>1. Heterosexism<br>2. Homophobia<br>3. Sexual Slavery<br>4. Prostitution<br>8. Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to | and in civil society).<br>2. Contemporary immigration issues: trans-nationalism, new immigrant groups, the global economy, the new nativism.<br>3. Environmental racism and mass resistance.<br>6. Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.<br>1. African Americans: Slavery era through South to North migration and early civil rights era gender formations.<br>2. European Americans: 1700s to 1960s (colonial era through early modern feminism, including variations by social class and the role that ethnicity/class play in shaping dominant and popular views of "femininity").<br>3. Mexican Americans: 1848 to pre-civil rights era (including how shifting national boundaries, migration, and work patterns shaped family and gender formations.)<br>4. Asian Americans: 1840s to 1970s (including the ways that immigration restriction, migration and work patterns shaped family and gender formations as well as population growth and political power.)<br>7. Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.<br>1. Heterosexism<br>2. Homophobia<br>3. Sexual Slavery<br>4. Prostitution<br>8. Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to | and in civil society).<br>2. Contemporary immigration issues: trans-nationalism, new immigrant groups, the global economy, the new nativism.<br>3. Environmental racism and mass resistance.<br>6. Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.<br>1. African Americans: Slavery era through South to North migration and early civil rights era gender formations.<br>2. European Americans: 1700s to 1960s (colonial era through early modern feminism, including variations by social class and the role that ethnicity/class play in shaping dominant and popular views of "femininity").<br>3. Mexican Americans: 1848 to pre-civil rights era (including how shifting national boundaries, migration, and work patterns shaped family and gender formations.)<br>4. Asian Americans: 1840s to 1970s (including the ways that immigration restriction, migration and work patterns shaped family and gender formations as well as population growth and political power.)<br>7. Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.<br>1. Heterosexism<br>2. Homophobia<br>3. Sexual Slavery<br>4. Prostitution<br>8. Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to |
|---|---|---|



Changed	Field	Current Version	Proposed Version
		<p>make the world more socially just and environmentally sustainable.</p> <ol style="list-style-type: none"> <li>1. Erica Sherover Marcuse's "emancipatory dialectics."</li> <li>2. Julian Weissglass's "constructivist listening" groups.</li> <li>3. Marshall Ganz's model of "public narrative"</li> <li>4. Pamela Roby's "dyads."</li> <li>5. Application of key theorists to student's own experiences of race, culture and political change within the context of classroom learning, reading material, and course civic engagement or service learning opportunities.</li> </ol> <p>9. Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.</p> <ol style="list-style-type: none"> <li>1. Grassroots Community Organizing</li> <li>2. Public Policy Formation and Advocacy</li> <li>3. Electoral Engagement</li> </ol>	<p>make the world more socially just and environmentally sustainable.</p> <ol style="list-style-type: none"> <li>1. Erica Sherover Marcuse's "emancipatory dialectics."</li> <li>2. Julian Weissglass's "constructivist listening" groups.</li> <li>3. Marshall Ganz's model of "public narrative"</li> <li>4. Pamela Roby's "dyads."</li> <li>5. Application of key theorists to student's own experiences of race, culture and political change within the context of classroom learning, reading material, and course civic engagement or service learning opportunities.</li> </ol> <p>9. Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.</p> <ol style="list-style-type: none"> <li>1. Grassroots Community Organizing</li> <li>2. Public Policy Formation and Advocacy</li> <li>3. Electoral Engagement</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>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	<b>Limitation(s) on Enrollment - Other:</b>	(Also listed as ICS D025.)	(Also listed as ICS D025.)
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

#### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2SS	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	POLI 015; ICS 025	POLI 015; ICS 025
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Department</b>	POLI	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Cross-listed	Cross-listed
	<b>Cross-Listed/Related Course ID's</b>	POLI 15 (P); ICS 25 (C)	POLI 15 (P); ICS 25 (C)
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	11/08/2022	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

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239016	No Value
!	Account Code	1320	No Value
!	Program Code	210500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid Added. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid Added. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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	Methods of Instruction: Discussion of Readings Assignment D: Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, specific content areas relevant to their civic engagement or service learning projects and to the specific case studies encompassed in the course.
❗	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	Assignment C: Written: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter. Methods of Evaluation C: Short papers that assess the students ability to identify and critically evaluate major conceptual issues regarding migration to and within the United States, among other class learning goals. Methods of Evaluation G: Mid-term examinations that appraise comprehension and require synthesis and application of course material. Methods of Evaluation K: Final exam that appraises comprehension and require synthesis and application of course material.
	<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

Changed	Questions	Current Version	Proposed Version
!	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	Assignment C: Written: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter. Outline B.5: B. Identify and practice major methodologies of social science field research: 5. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.

### B-Matrix Form

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



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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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

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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</b> Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	<b>Objective 9:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	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:</b> Develop linear function models to solve problems.	No Value	No Value
	<b>Objective 5: Use</b> 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
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 8: Use</b> inequalities to solve real world problems.	No Value	No Value
	<b>Objective 9:</b> Explore arithmetic sequences and series.	No Value	No Value
	<b>Objective 10:</b> 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



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

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

No Value

No Value

**De Anza GE Form****Changed Questions****Current Version****Proposed Version**

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

No Value

Outline A-I: A: Explore the nature of the social sciences as a disciplinary field. B: Identify and practice major methodologies of social science field research. C. Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans. D. Identify and critically evaluate major conceptual issues regarding migration to and within the United States. E. Identify and critically evaluate contemporary legacies of migration histories. F. Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context. G. Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States. H. Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to make the world more socially just and environmentally sustainable. I. Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.

Changed	Questions	Current Version	Proposed Version
<p><b>!</b></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>	<p>No Value</p>	<p>Oral: Assignment Oral B: Students will participate in class discussions, in small problem-solving groups, in listening partnerships/narrative learning groups, and make oral presentations based on their service learning/civic engagement, and/or other class assignments. Written: Assignments C: Written: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter. Collaborative: Assignments E: Collaborative Learning: students will engage in periodic listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material. Students will also engage in in-class collaborative learning groups to present on course material.</p>
<p><b>!</b></p>	<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>	<p>No Value</p>	<p>Methods of Evaluation A: Small and large group participation that assesses students ability to identify and critically evaluate contemporary legacies of migration histories among other class learning goals.</p>

Changed	Questions	Current Version	Proposed Version
!	<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	<p>Outline A.9.C: A. Explore the nature of the social sciences as a disciplinary field. 9. Women's Studies as: C. a multi-faceted discipline including such diverse perspectives as: liberal feminism socialist feminism ecofeminism radical feminism multisystems feminism</p>
!	<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	<p>Outline A. 8: A. Explore the nature of the social sciences as a disciplinary field. 8. Historical methodologies which explore and interpret the development of human events over time.</p>
!	<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	<p>Assignments A: Field Research and Participant Observation: Students will choose an individual or group service learning/civic engagement project related to course content at the beginning of the term. Students may also carry out interview assignments as part of research projects.</p>

## De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
!	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	Outline D.5. D. Identify and critically evaluate major conceptual issues regarding migration to and within the United States. 5. The Environment: Reciprocal impacts of factors such as migration, technology, and modes of economic production on the natural environment and how these in turn are affected by nature.
!	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	Outline E.3.: E. Identify and critically evaluate contemporary legacies of migration histories. 3. Environmental racism and mass resistance.
!	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	Outline I: Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.

Changed	Questions	Current Version	Proposed Version
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**Criteria 4:**  
**Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

**Criteria 5:**  
**Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

### Comments

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

No Value

No Value



**Stage 3:**  
**Division Curriculum Representative**

No Value

**Name - Role OR Part - Field**  
**Date** R. Gabriel /Course  
 5/1/24 Dep Rep Description

**Type of Edit**  
 Needs to be a complete sentence

**Initiator - Indicate Edit "Y" When Completed**

y

**Stage 4:**  
**Division Dean**

No Value

No Value



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



**Stage 5: SLO Coordinator**

No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/16/2024 & 5/17/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1 - 3	Required	Change the CSLO so that the words "Student will" are removed and the statement begins with a Bloom's Taxonomy verb. Suggestion: "Identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans." and similarly for CSLO #2 and #3.	



**Stage 7: Content Review Matrix Liaison**

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/24	Zack JudsonA	Matrix	Required	Please complete Matrix A for your English advisory Good Work. Please include a brief summary of the skills/assignments/activities listed.	incomplete - zj 6/4/24
6/12/24	Zack JudsonA	Matrix	Required		



**Stage 8: AVP - Instruction**

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
9/20/24	Gabriela Nocito	Specifications - Suggested Reading List for AVPI	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed
<b>!</b>	<b>Stage 9: Articulation Officer</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>		
			<b>09/23/2024</b>	Specifications	Primary Texts	Required	<b>Must have at least one book published within 7 years of the start date of the course (2018 for Fall 2025 term)</b>		
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value						
	<b>Stage 14: 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>	POLID015.
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000370204

## Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS- DEPT-NAME	
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	Course Crosswalk CRS- NUMBER	
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De Anza College  
**Change Report**  
09/30/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	CSLOs
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

<b>Section</b>	<b>Changed field</b>
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	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
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 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.)

<b>Section</b>	<b>Changed field</b>
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.)
De Anza GE - ESGC Form	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.
De Anza GE - ESGC Form	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.
De Anza GE - ESGC Form	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?

**Section****Changed field**

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?

**General Information**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	• Erik Woodbury	• James Nguyen
	<b>Course ID (CB01A and CB01B)</b>	ICSD025.	ICSD025.
	<b>Course Control Number</b>	CCC000535076	CCC000535076
	<b>Course Title (CB02)</b>	Grassroots Democracy: Race, Politics and the American Promise	Grassroots Democracy: Race, Politics and the American Promise
	<b>Short Course Title</b>	GRSRTS DEMOC:RACE, POLI & AMER	GRSRTS DEMOC:RACE, POLI & AMER
	<b>TOP Code (CB03)</b>	2201.20	2201.20 American Studies
	<b>CIP Code</b>	American/United States Studies/Civilization	05.0102 American/United States Studies/Civilization
	<b>Department</b>	POLI - Political Science	POLI - Political Science
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	Applied and theoretical learning for students of social justice, this course will examine race, culture and contradictions in the ideal of the American Dream through a comparative analysis of American experiences of migration. Particular emphasis will be on the historical experiences of European immigrants, African Americans, Mexican Americans, and Asian Americans. The course will also discuss the contemporary social and cultural implications of the migration process. Using a multidisciplinary social science approach, attention will be given to issues of race, ethnicity, gender, class, and ecology as well as the role of the state (policy) to the process of migration and immigration.	<del>Applied-</del> <u>This course offers both applied and theoretical learning opportunities for students of social justice, this course will examine justice. It aims to explore the themes of race, culture culture, and contradictions in within</u> the ideal of the American Dream through a comparative analysis of American experiences of migration. <del>Particular emphasis-</del> <u>migration experiences. Special focus will be placed on the historical experiences- narratives of European immigrants, African Americans, Mexican Americans, and Asian Americans. The course will also discuss the</u> <u>Additionally,</u> contemporary social and cultural implications of <del>the-</del> migration process. <del>Using-</del> <u>will be discussed.</u> <u>Employing</u> a multidisciplinary social science approach, <del>attention-</del> <u>the course will be given to address issues of such as</u> race, ethnicity, gender, class, and ecology <del>as well as-</del> <u>ecology, while also examining</u> the role of <del>the-</del> state (policy) to <u>policies in</u> the <del>process-</del> migration and <del>immigration-</del> <u>immigration processes.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

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

### Formerly Statement

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

<b>Course Justification</b>			
Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	<p>This course meets a general education requirement for De Anza, CSUGE and IGETC; fulfills one of the elective options for De Anza's AA-T degree in Political Science; and also meets the UC Berkeley American Cultures graduation requirement. This course is CSU and UC transferable. This course provides an interdisciplinary, multicultural and gendered view of American politics with a particular focus on race, racism and the complicity of the state in the perpetuation of racism throughout the history and political development of the United States and as such is cross-listed. By developing students understanding of the intersectional and institutionalized nature of racism in the United States, this course helps students become socially responsible leaders in their communities, the nation and the world.</p>	<p>This course meets a general education requirement for De Anza, <del>CSUGE</del> <u>Anza</u> and <del>IGETC</del>; <u>Cal-GETC</u>; fulfills one of the elective options for De Anza's AA-T degree in Political Science; and also meets the UC Berkeley American Cultures graduation requirement. This course is CSU and UC transferable. This course provides an interdisciplinary, multicultural and gendered view of American politics with a particular focus on race, racism and the complicity of the state in the perpetuation of racism throughout the history and political development of the United States and as such is cross-listed. By developing students understanding of the intersectional and institutionalized nature of racism in the United States, this course helps students become socially responsible leaders in their communities, the nation and the world.</p>


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

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


### 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


### 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
	<b>Is this a mirrored credit/noncredit course?</b>	No value	<u>No</u>

## Cross-listed Course

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

## Associated Programs

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

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

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

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

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

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

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

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

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

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

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

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

<b>Associated Program</b>	CSU GE
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<b>Associated Program</b>	CSU GE
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**Changed Field****Current Version****Proposed Version**

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** IGETC

**Associated Program** IGETC

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

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

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

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

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

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

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

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

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer


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

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

Changed	Field	Current Version	Proposed Version
		<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>Associated Program</b> Social Justice Studies: General Studies for Transfer <b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree
		<b>Associated Program</b> Leadership and Social Change <b>Award Type</b> Certificate of Achievement (COA)	<b>Associated Program</b> Leadership and Social Change <b>Award Type</b> Certificate of Achievement (COA)
		<b>Associated Program</b> Leadership and Social Change <b>Award Type</b> Certificate of Achievement (COA)	<b>Associated Program</b> Leadership and Social Change <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>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - 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>• 2GDX - Approved.</li> <li>• 2GES - 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>• 2GDX - Approved.</li> <li>• 2GES - 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>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>	-	No value
<b>System/Institution</b>	De Anza GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>														
-	No value														
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-	No value														
		<table border="1"> <tr> <td><b>System/Institution</b></td> <td>IGETC</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	IGETC	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - 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>• 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>• CA4X - Approved.</li> </ul>	-	No value
<b>System/Institution</b>	IGETC														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul>														
-	No value														
<b>System/Institution</b>	Cal-GETC														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA4X - Approved.</li> </ul>														
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		<table border="1"> <tr> <td><b>System/Institution</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	CSU GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>	-	No value							
<b>System/Institution</b>	CSU GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>														
-	No value														

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

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

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

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

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



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

## SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

## Specifications



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Discussion and problem solving performed in class  
 In-class exploration of Internet sites  
 Homework and extended projects  
 Field observation and field trips  
 Guest speakers  
 Collaborative learning and small group exercises  
 Civic Engagement and/or Service Learning Projects  
 Portfolio projects

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 Homework and extended projects  
 Field observation and field trips  
 Guest speakers  
 Collaborative learning and small group exercises  
 Civic Engagement and/or Service Learning Projects  
 Portfolio projects

**Assignments**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group service learning/civic engagement project related to course content at the beginning of the term. Students may also carry out interview assignments as part of research projects.</li> <li>2. Oral: Students will participate in class discussions, in small problem-solving groups, in listening partnerships/narrative learning groups, and make oral presentations based on their service learning/civic engagement, and/or other class assignments.</li> <li>3. Written: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, specific content areas relevant to their civic engagement or service learning projects and to the specific case studies encompassed in the course.</li> <li>5. Collaborative Learning: students will engage in periodic listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material. Students will also engage in in-class collaborative learning groups to present on course material.</li> </ol> | <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group service learning/civic engagement project related to course content at the beginning of the term. Students may also carry out interview assignments as part of research projects.</li> <li>2. Oral: Students will participate in class discussions, in small problem-solving groups, in listening partnerships/narrative learning groups, and make oral presentations based on their service learning/civic engagement, and/or other class assignments.</li> <li>3. Written: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, specific content areas relevant to their civic engagement or service learning projects and to the specific case studies encompassed in the course.</li> <li>5. Collaborative Learning: students will engage in periodic listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material. Students will also engage in in-class collaborative learning groups to present on course material.</li> </ol> |
|---|---|

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of Evaluation

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

1. Small and large group participation that assesses students ability to identify and critically evaluate contemporary legacies of migration histories among other class learning goals.
2. Quizzes that assess students ability to investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans, among other class learning goals.
3. Short papers that assess the students ability to identify and critically evaluate major conceptual issues regarding migration to and within the United States, among other class learning goals.
4. Field work/group work reports that demonstrate students ability to identify and practice major methodologies of social science

**Methods  
of  
Evaluation**

1. Small and large group participation that assesses students ability to identify and critically evaluate contemporary legacies of migration histories among other class learning goals.
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**Changed Field****Current Version****Proposed Version**

field research,  
among other  
learning goals for  
the course.

5. Narrative learning  
partnership  
reports that  
demonstrate  
students ability to  
use and assess  
"listening  
partnerships,"  
"dyadic  
relationships,"  
and/or other  
forms of  
"narrative  
partnerships" to  
listen to,  
comprehend, and  
communicate  
cognitive and  
affective  
experiences  
relating to the  
course material.

6. Oral Reports that  
among other  
things assess  
students ability to  
identify and  
critically examine  
the role of gender  
stereotypes and  
gender role  
enforcement  
plays in the  
functioning of  
racism in the  
American  
context.

7. Mid-term  
examinations that  
appraise  
comprehension  
and require  
synthesis and  
application of  
course material.

8. Weekly  
journal/homework  
assignments that

field research,  
among other  
learning goals for  
the course.

5. Narrative learning  
partnership  
reports that  
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**Changed Field****Current Version****Proposed Version**

assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.

9. Comprehensive cumulative research paper that appraises comprehension and require synthesis and application of course material.

10. Comprehensive cumulative project/portfolio that appraises comprehension and require synthesis and application of course material.

11. Final exam that appraises comprehension and require synthesis and application of course material.

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9. Comprehensive cumulative research paper that appraises comprehension and require synthesis and application of course material.

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11. Final exam that appraises comprehension and require synthesis and application of course material.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- None.

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- None

**Essential College Facilities:**

- None





**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Ronald Takaki, "A Different Mirror: A History of Multicultural America" (New York: Back Bay Books/Little, Brown & Co., 1st rev. ed., 2008).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Ronald Takaki, "A Different Mirror: A History of Multicultural America" (New York: Back Bay Books/Little, Brown & Co., 1st rev. ed., 2008).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Coates, Ta-Nehisi. Between the World and Me. Spiegel & Grau, 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Coates, Ta-Nehisi. Between the World and Me. Spiegel & Grau, 2015.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Vicki Ruiz & Carol Dubois, "Unequal Sisters: an Inclusive Reader in U.S. Women's History" (New York: Routledge, 4th ed., 2008).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

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<b>Title</b>	No value

<b>Title</b>	No value

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

<b>Author</b>	Gary Delgado & Zoltan Grossman, "Multiracial Formations: New Instruments for Change" (Oakland, CA: Applied Research Center, 2003).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Author</b>	Gary Delgado & Zoltan Grossman, "Multiracial Formations: New Instruments for Change" (Oakland, CA: Applied Research Center, 2003).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Chang, Jeff. Who We Be: A Cultural History of Race in Post-Civil Rights America. St. Martin's Press. 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Chang, Jeff. Who We Be: A Cultural History of Race in Post-Civil Rights America. St. Martin's Press. 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	So You Want to Talk About Race
<b>Author</b>	Oluo, Ijeoma
<b>Publisher</b>	Seal Press
<b>Date/Edition</b>	2019
<b>ISBN</b>	ISBN 978-1580058827

<b>Title</b>	"Can We All Get Along?": Racial and Ethnic Minorities in American Politics
<b>Author</b>	McClain, Paula D., and Jessica D. Johnson Carew.

**Changed** **Field**

**Current Version**

**Proposed Version**

**Publisher** Westview Press

**Date/Edition** 7th edition, 2018

**ISBN** ISBN 978-  
0813350647



**Suggested Reading List**

No value

**Reading List** Suzanne Lipsky, "Internalized Racism," (Seattle, WA: Rational Island Publishers, 1987).

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

**Reading List** Gloria Anzaldua, ed., "Making Face, Making Soul: Haciendo Caras" (San Francisco, CA: Aunt Lute Foundation Books, 1990).

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

**Reading List** Benjamin P. Bowser and Raymond Hunt, eds., "Impacts of Racism on White Americans" (second edition) (Thousand Oaks, CA: Sage, 1996).

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

**Reading List** Cherie Brown, "The Dynamics of Anti-Semitism," Tikkun (March-April, 1991), Vol. 6, No. 2, pp. 26-28.

**Changed Field****Current Version****Proposed Version**

**May include, but are not limited to** No value

**Reading List** Gloria Anzaldua & Cherie Moraga, eds., "This Bridge Called My Back: Writings by Radical Women of Color" (Berkeley, CA: Third Women Press, expanded and rev. 3rd ed., 2002).

**May include, but are not limited to** No value

**Reading List** Cherie Brown and George J. Mazza, "Healing Into Action: A Leadership Guide for Creating Diverse Communities" (Washington, DC: National Coalition Building Institute, 1997).

**May include, but are not limited to** No value

**Reading List** Lan Cao and Himilce Novas, "Everything You Need to Know About Asian American History" (Plume, 1996).

**Changed Field****Current Version****Proposed Version**

**May include, but are not limited to** No value

**Reading List** Jan Carew, "Columbus and the Origins of Racism in the Americas" in Fulcrums of Change

**May include, but are not limited to** No value

**Reading List** Ward Churchill, "Crimes Against Humanity," in N.G. Yuen, ed., The Politics of Liberation, (second edition) ( Dubuque, IA: Kendall/Hunt, 1997).

**May include, but are not limited to** No value

**Reading List** Adam Hochschild, "Against All Odds," by (Mother Jones, Feb. 2004)

**May include, but are not limited to** No value

**Reading List** Paulo Freire, "Pedagogy of the Oppressed" (New York: Continuum, 1983).

**Changed Field****Current Version****Proposed Version**

**May include, but are not limited to** No value

**Reading List** Michael Lerner, "Surplus Powerlessness" (Oakland, CA: Institute for Labor and Mental Health, 1986).

**May include, but are not limited to** No value

**Reading List** Michael Lerner, "Giving White Men and Other Supposed Oppressors a Break, in The Politics of Meaning" (Reading, MA: Addison-Wesley, 1996).

**May include, but are not limited to** No value

**Reading List** David Montejano (Editor), "Chicano Politics and Society in the Late Twentieth Century" (University of Texas Press, 1999).

**May include, but are not limited to** No value

**Changed Field****Current Version****Proposed Version**

**Reading List** Francisco A. Rosales, "Chicano! : The History of the Mexican American Civil Rights Movement" (Arte Publico Press, 1997).

**May include, but are not limited to** No value

**Reading List** Haunani Kay Trask, "From a Native Daughter: Colonialism and Sovereignty in Hawaii," (Monroe, ME: Common Courage Press, 1993).

**May include, but are not limited to** No value

**Reading List** Julian Weissglass, "Ripples of Hope: Building Relationships for Educational Change" (Santa Barbara, CA: Center for Educational Change in Mathematics, 1998).

**May include, but are not limited to** No value



**Changed Field****Current Version****Proposed Version**

**Reading List** Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," in Nicky Gonzalez Yuen, The Politics of Liberation, 4th Ed. (Kendall/Hunt, 2004)

**May include, but are not limited to** No value

**Reading List** Erica Sherover-Marcuse, "Liberation Theory: Axioms and Working Assumptions about the Perpetuation of Social Oppression," in Nicky Gonzalez Yuen, ed., The Politics of Liberation (4th edition), (Dubuque, IA: Kendall/Hunt, 2004).

**May include, but are not limited to** No value

**Reading List** Erica Sherover-Marcuse, "A Working Definition of Racism," in Nicky Gonzalez Yuen, ed., The Politics of Liberation (4th edition), (Dubuque, IA: Kendall/Hunt, 2004).

**May include, but are not limited to** No value

**Changed Field****Current Version****Proposed Version**

**Reading List** Ronald Takaki, "Strangers from a Different Shore" (New York: Penguin, 1998).

**May include, but are not limited to** No value

**Reading List** Cheng Im Tan, "The Liberation of Asians" (Seattle: Rational Island Publishers, 1993).

**May include, but are not limited to** No value

**Reading List** Sally Roesch Wagner, "The Untold Story of The Iroquois Influence On Early Feminists," (on line article)

**May include, but are not limited to** No value

**Reading List** Bob Wing, "Crossing Race and Nationality: The Racial Formation of Asian Americans, 1852-1965"

**May include, but are not limited to** No value

**Changed Field**

**Current Version**

**Proposed Version**

**Reading List** Nicky Gonzalez Yuen, "Oppression and Democracy," in Nicky Gonzalez Yuen, The Politics of Liberation, 4th Ed. (Kendall/Hunt, 2004)

**May include, but are not limited to** No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research.</li> <li>• Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.</li> <li>• Identify and critically evaluate major conceptual issues regarding migration to and within the United States.</li> <li>• Identify and critically evaluate contemporary legacies of migration histories.</li> <li>• Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.</li> <li>• Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.</li> <li>• Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to make the world more socially just and environmentally sustainable.</li> <li>• Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research.</li> <li>• Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.</li> <li>• Identify and critically evaluate major conceptual issues regarding migration to and within the United States.</li> <li>• Identify and critically evaluate contemporary legacies of migration histories.</li> <li>• Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.</li> <li>• Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.</li> <li>• Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to make the world more socially just and environmentally sustainable.</li> <li>• Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.</li> </ul>



CSLOs

**CSLOs** Students will identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify and critically evaluate major conceptual issues regarding migration to and within the United States.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify, critically evaluate, and compare contemporary legacy of migration histories.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify, critically evaluate, and compare contemporary legacy of migration histories.

**Expected SLO Performance** 0.0

**CSLOs** Identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.

**Expected SLO Performance** 0.0

**Changed Field**

**Current Version**

**Proposed Version**

<b>CSLOs</b>	Identify and critically evaluate major conceptual issues regarding migration to and within the United States.
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<b>Expected SLO Performance</b>	0.0
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<b>CSLOs</b>	Identify, critically evaluate, and compare contemporary legacy of migration histories.
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<b>Expected SLO Performance</b>	0.0
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**Course Outline**

Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<p>1. Explore the nature of the social sciences as a disciplinary field.</p> <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:               <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups; and</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of family, work, beauty images, social movements and the media.</li> </ol> </li> </ol>	<p>1. Explore the nature of the social sciences as a disciplinary field.</p> <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:               <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups; and</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of family, work, beauty images, social movements and the media.</li> </ol> </li> </ol>

**Changed Field****Current Version****Proposed Version**

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| <p>3. a multi-faceted discipline including such diverse perspectives as:</p> <ol style="list-style-type: none"><li>1. liberal feminism</li><li>2. socialist feminism</li><li>3. ecofeminism</li><li>4. radical feminism</li><li>5. multisystems feminism</li></ol> <p>2. Identify and practice major methodologies of social science field research.</p> <ol style="list-style-type: none"><li>1. Interview.</li><li>2. Observation.</li><li>3. Participant observation.</li><li>4. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.</li><li>5. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</li><li>6. Use community civic engagement and service learning opportunities to explore the reality of social environments outside of classroom settings, to explore and assess the ways student can make a difference in making a positive impact at multiple levels in making the world more socially just and environmentally sustainable, and use this experience to compare and analyze the theoretical models available through various social science disciplines.</li></ol> <p>3. Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.</p> <ol style="list-style-type: none"><li>1. African Americans: Pre-slavery and Slavery era; South to North migration 1900</li></ol> | <p>3. a multi-faceted discipline including such diverse perspectives as:</p> <ol style="list-style-type: none"><li>1. liberal feminism</li><li>2. socialist feminism</li><li>3. ecofeminism</li><li>4. radical feminism</li><li>5. multisystems feminism</li></ol> <p>2. Identify and practice major methodologies of social science field research.</p> <ol style="list-style-type: none"><li>1. Interview.</li><li>2. Observation.</li><li>3. Participant observation.</li><li>4. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.</li><li>5. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</li><li>6. Use community civic engagement and service learning opportunities to explore the reality of social environments outside of classroom settings, to explore and assess the ways student can make a difference in making a positive impact at multiple levels in making the world more socially just and environmentally sustainable, and use this experience to compare and analyze the theoretical models available through various social science disciplines.</li></ol> <p>3. Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans.</p> <ol style="list-style-type: none"><li>1. African Americans: Pre-slavery and Slavery era; South to North migration 1900</li></ol> |
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| to 1950s; re-migration patterns to the South in the current era.   | to 1950s; re-migration patterns to the South in the current era.   |
| 2. European Americans: 1840s to 1940. Post WWII suburban exodus to current issues of urban gentrification.   | 2. European Americans: 1840s to 1940. Post WWII suburban exodus to current issues of urban gentrification.   |
| 3. Mexican Americans and other Latin American immigrants: 1848 to the present.   | 3. Mexican Americans and other Latin American immigrants: 1848 to the present.   |
| 4. Asian Americans: 1840s to the present.  | 4. Asian Americans: 1840s to the present.  |
| 5. Indigenous cultures- pre-Colonial era to the present.   | 5. Indigenous cultures- pre-Colonial era to the present.   |
| 6. Resources extraction and exploitation; ecosystems impacts; environmental racism and environmental justice.  | 6. Resources extraction and exploitation; ecosystems impacts; environmental racism and environmental justice.  |
| 4. Identify and critically evaluate major conceptual issues regarding migration to and within the United States.   | 4. Identify and critically evaluate major conceptual issues regarding migration to and within the United States.   |
| 1. Race and class as factors in the history of U.S. immigration policy.  | 1. Race and class as factors in the history of U.S. immigration policy.  |
| 2. Economic production, economic change and migration.   | 2. Economic production, economic change and migration.   |
| 3. Migration, ethnicity and cultural change.   | 3. Migration, ethnicity and cultural change.   |
| 4. Gender issues in migration histories.   | 4. Gender issues in migration histories.   |
| 5. The Environment: Reciprocal impacts of factors such as migration, technology, and modes of economic production on the natural environment and how these in turn are affected by nature. | 5. The Environment: Reciprocal impacts of factors such as migration, technology, and modes of economic production on the natural environment and how these in turn are affected by nature. |
| 6. Obstacles and aids in community development: political resistance, integration, assimilation; separatism; internalized oppression; language; religion.                                  | 6. Obstacles and aids in community development: political resistance, integration, assimilation; separatism; internalized oppression; language; religion.                                  |
| 5. Identify and critically evaluate contemporary legacies of migration histories.  | 5. Identify and critically evaluate contemporary legacies of migration histories.  |
| 1. Institutional practices of discrimination (in state policy  | 1. Institutional practices of discrimination (in state policy  |

**Changed Field****Current Version****Proposed Version**

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| and in civil society).<br>2. Contemporary immigration issues: trans-nationalism, new immigrant groups, the global economy, the new nativism.<br>3. Environmental racism and mass resistance.<br>6. Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.<br>1. African Americans: Slavery era through South to North migration and early civil rights era gender formations.<br>2. European Americans: 1700s to 1960s (colonial era through early modern feminism, including variations by social class and the role that ethnicity/class play in shaping dominant and popular views of "femininity").<br>3. Mexican Americans: 1848 to pre-civil rights era (including how shifting national boundaries, migration, and work patterns shaped family and gender formations.)<br>4. Asian Americans: 1840s to 1970s (including the ways that immigration restriction, migration and work patterns shaped family and gender formations as well as population growth and political power.)<br>7. Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.<br>1. Heterosexism<br>2. Homophobia<br>3. Sexual Slavery<br>4. Prostitution<br>8. Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to | and in civil society).<br>2. Contemporary immigration issues: trans-nationalism, new immigrant groups, the global economy, the new nativism.<br>3. Environmental racism and mass resistance.<br>6. Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.<br>1. African Americans: Slavery era through South to North migration and early civil rights era gender formations.<br>2. European Americans: 1700s to 1960s (colonial era through early modern feminism, including variations by social class and the role that ethnicity/class play in shaping dominant and popular views of "femininity").<br>3. Mexican Americans: 1848 to pre-civil rights era (including how shifting national boundaries, migration, and work patterns shaped family and gender formations.)<br>4. Asian Americans: 1840s to 1970s (including the ways that immigration restriction, migration and work patterns shaped family and gender formations as well as population growth and political power.)<br>7. Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.<br>1. Heterosexism<br>2. Homophobia<br>3. Sexual Slavery<br>4. Prostitution<br>8. Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to | and in civil society).<br>2. Contemporary immigration issues: trans-nationalism, new immigrant groups, the global economy, the new nativism.<br>3. Environmental racism and mass resistance.<br>6. Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context.<br>1. African Americans: Slavery era through South to North migration and early civil rights era gender formations.<br>2. European Americans: 1700s to 1960s (colonial era through early modern feminism, including variations by social class and the role that ethnicity/class play in shaping dominant and popular views of "femininity").<br>3. Mexican Americans: 1848 to pre-civil rights era (including how shifting national boundaries, migration, and work patterns shaped family and gender formations.)<br>4. Asian Americans: 1840s to 1970s (including the ways that immigration restriction, migration and work patterns shaped family and gender formations as well as population growth and political power.)<br>7. Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States.<br>1. Heterosexism<br>2. Homophobia<br>3. Sexual Slavery<br>4. Prostitution<br>8. Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to |
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**Changed Field****Current Version****Proposed Version**

make the world more socially just and environmentally sustainable.

1. Erica Sherover Marcuse's "emancipatory dialectics."
2. Julian Weissglass's "constructivist listening" groups.
3. Marshall Ganz's model of "public narrative"
4. Pamela Roby's "dyads."
5. Application of key theorists to student's own experiences of race, culture and political change within the context of classroom learning, reading material, and course civic engagement or service learning opportunities.

9. Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.

1. Grassroots Community Organizing
2. Public Policy Formation and Advocacy
3. Electoral Engagement

make the world more socially just and environmentally sustainable.

1. Erica Sherover Marcuse's "emancipatory dialectics."
2. Julian Weissglass's "constructivist listening" groups.
3. Marshall Ganz's model of "public narrative"
4. Pamela Roby's "dyads."
5. Application of key theorists to student's own experiences of race, culture and political change within the context of classroom learning, reading material, and course civic engagement or service learning opportunities.

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1. Grassroots Community Organizing
2. Public Policy Formation and Advocacy
3. Electoral Engagement

**Lab Component in this Course**

No

No

**Lab Outline**

No value

No value

**Req/Adv****Changed****Questions****Current Version****Proposed Version**

**Prerequisite(s):**

No Value

No Value

**Corequisite(s):**

No Value

No Value

**Advisory(ies):**

EWRT D001A or EWRT D01AH or ESL D005.

EWRT D001A or EWRT D01AH or ESL D005.

**Advisory(ies) - Other:**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	<b>Limitation(s) on Enrollment - Other:</b>	(Also listed as POLI D015.)	(Also listed as POLI D015.)
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

#### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2SS	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	POLI 015; ICS 025	POLI 015; ICS 025
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Department</b>	POLI	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Cross-listed	Cross-listed
	<b>Cross-Listed/Related Course ID's</b>	POLI 15 (P); ICS 25 (C)	POLI 15 (P); ICS 25 (C)
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	11/08/2022	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

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239016	No Value
!	Account Code	1320	No Value
!	Program Code	210500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid Added. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid Added. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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	Methods of Instruction: Discussion of assigned readings Assignment D: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, specific content areas relevant to their civic engagement or service learning projects and to the specific case studies encompassed in the course.
❗	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	Assignment C: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter. Methods of Evaluation C: Short papers that assess the students ability to identify and critically evaluate major conceptual issues regarding migration to and within the United States, among other class learning goals. Methods of Evaluation K: Final exam that appraises comprehension and require synthesis and application of course material.
	<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

Changed	Questions	Current Version	Proposed Version
!	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	Assignment C: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter. Outline B.5. B. Identify and practice major methodologies of social science field research: 5. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.

### B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</b>	No Value	No Value
	<b>Objective 2: Develop analytical ideas and topics for essays.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 3: Compose and support thesis statements for analytical essays.</b>	No Value	No Value
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
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### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</b> Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	<b>Objective 9:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	No Value	No Value

### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

## F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

**Changed Questions****Current Version****Proposed Version**

**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

**De Anza GE Form****Changed Questions****Current Version****Proposed Version**

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

Outline A-I: A: Explore the nature of the social sciences as a disciplinary field. B: Identify and practice major methodologies of social science field research. C. Investigate key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans. D. Identify and critically evaluate major conceptual issues regarding migration to and within the United States. E. Identify and critically evaluate contemporary legacies of migration histories. F. Identify and critically examine the role of gender stereotypes and gender role enforcement plays in the functioning of racism in the American context. G. Identify and assess the impact of sexual exploitation and sexual oppression on racism and race formations within the United States. H. Explore and assess the emotional or affective issues arising from the U.S. history of race and racism and the various modes of developing and deploying skills of emotional intelligence and public narrative to make the world more socially just and environmentally sustainable. I. Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.

Changed	Questions	Current Version	Proposed Version
<p><b>!</b></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>	<p>No Value</p>	<p>Oral: Assignment Oral B: Students will participate in class discussions, in small problem-solving groups, in listening partnerships/narrative learning groups, and make oral presentations based on their service learning/civic engagement, and/or other class assignments. Written: Assignments C: Written: Students will engage some combination of the following: weekly study question assignments, journal entries, short papers, term papers, autobiographical narration summaries, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter. Collaborative: Assignments E: Collaborative Learning: students will engage in periodic listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material. Students will also engage in in-class collaborative learning groups to present on course material.</p>
<p><b>!</b></p>	<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>	<p>No Value</p>	<p>Methods of Evaluation A: Small and large group participation that assesses students ability to identify and critically evaluate contemporary legacies of migration histories among other class learning goals.</p>

Changed	Questions	Current Version	Proposed Version
!	<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	<p>Outline A.9.C: A. Explore the nature of the social sciences as a disciplinary field. 9. Women's Studies as: C. a multi-faceted discipline including such diverse perspectives as: liberal feminism socialist feminism ecofeminism radical feminism multisystems feminism</p>
!	<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	<p>Outline A. 8: A. Explore the nature of the social sciences as a disciplinary field. 8. Historical methodologies which explore and interpret the development of human events over time.</p>
!	<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	<p>Assignments A: Field Research and Participant Observation: Students will choose an individual or group service learning/civic engagement project related to course content at the beginning of the term. Students may also carry out interview assignments as part of research projects.</p>



## De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
!	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	Outline D.5. D. Identify and critically evaluate major conceptual issues regarding migration to and within the United States. 5. The Environment: Reciprocal impacts of factors such as migration, technology, and modes of economic production on the natural environment and how these in turn are affected by nature.
!	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	Outline E.3.: E. Identify and critically evaluate contemporary legacies of migration histories. 3. Environmental racism and mass resistance.
!	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	Outline I: Explore and assess various models of civic and political participation that can make a difference in making a positive impact at various levels of society in making the world more socially just and environmentally sustainable.

Changed	Questions	Current Version	Proposed Version
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**Criteria 4:**  
**Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

**Criteria 5:**  
**Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

No Value

**Comments**

Changed	Questions	Current Version	Proposed Version
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**Stage 2:**  
**Department Chair**

No Value

No Value



**Stage 3:**  
**Division Curriculum Representative**

No Value

**Name - Role OR Part - Field**  
**Date** 5/1/24 R. Gabriel /Course Dep Rep Description

**Type of Edit**  
 Needs to be a complete sentence

**Initiator - Indicate Edit "Y" When Completed**

Y

**Stage 4:**  
**Division Dean**

No Value

No Value

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed	
		No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit		
!	Stage 5: SLO Coordinator		5/14/2024	Mary Pape - SLO Coordinator	CSLO #1	Required	SLO outcome must start with a Bloom's taxonomy verb. Remove "Students will". Suggestion "Identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans."	
			5/14/2024	Mary Pape - SLO Coordinator	CSLO #2	Required	SLO outcome must start with a Bloom's taxonomy verb. Remove "Students will".	
				Mary Pape - SLO Coordinator	CSLO #3	Required	SLO outcome must start with a Bloom's taxonomy verb. Remove "Students will".	

Date	Name - Role	Part - Field	Type of Action	Action	Completed
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**Changed Questions**      **Current Version**      **Proposed Version**

						Student learning outcome MUST begin with a Bloom's Taxonomy verb. Remove the words "Students". Suggestion: "Identify key events and experiences in the migration histories of African Americans, European Americans, Mexican Americans and Asian Americans." Similarly change the other two new outcomes.
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**Stage 7:**  
Content Review Matrix Liaison

No Value

Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/24	Zack JudsonA	Matrix Required	Please complete Matrix A for your English advisory Good Work. Please include a brief summary of the skills/assignments/activities listed.	incomplete - zj 6/4/24
6/12/24	Zack JudsonA	Matrix Required		



**Stage 8: AVP - Instruction**

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
9/20/24	Gabriela Nocito	Specifications - Suggested Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed
<b>!</b>	<b>Stage 9: Articulation Officer</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>		
			<b>09/23/2024</b>	Specifications	Primary Texts	Required	<b>Must have at least one book published within 7 years of the start date of the course (2018 for Fall 2025 term)</b>		
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value						
	<b>Stage 14: 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>	ICSD025.
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000535076

## Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS- DEPT-NAME	
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	Course Crosswalk CRS- NUMBER	
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De Anza College  
**Change Report**  
09/30/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	CSLOs
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

<b>Section</b>	<b>Changed field</b>
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	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
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 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.)
De Anza GE - ESGC Form	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.
De Anza GE - ESGC Form	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.
De Anza GE - ESGC Form	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?

**Section****Changed field**

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?

**General Information**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	• Erik Woodbury	• James Nguyen
	<b>Course ID (CB01A and CB01B)</b>	POLID016.	POLID016.
	<b>Course Control Number</b>	CCC000354930	CCC000354930
	<b>Course Title (CB02)</b>	Grassroots Democracy: Social Movements Since the 1960s	Grassroots Democracy: Social Movements Since the 1960s
	<b>Short Course Title</b>	GRSRTS DEMO:SOC MVMTS SINCE 60	GRSRTS DEMO:SOC MVMTS SINCE 60
	<b>TOP Code (CB03)</b>	2201.20	2201.20 American Studies
	<b>CIP Code</b>	American/United States Studies/Civilization	05.0102 American/United States Studies/Civilization
	<b>Department</b>	POLI - Political Science	POLI - Political Science
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Applied and theoretical learning for students of social justice, this course is a comparative survey of protest movements since the 1960s. An introductory, comparative, and interdisciplinary study of Mexican American, African American, Asian American, and white working class social and political struggles from 1960 to the present. The course traces the development of protest movements in response to racial, class, gender, ecological and political inequality in the context of U.S. politics and history. The course critically examines the internal and external factors contributing to the rise and fall of social and political movements with special attention to the conjuncture of ecology, gender, race, ethnicity, culture, class, and sexual orientation in contemporary U.S. politics.	<del>Applied</del> <u>This course offers both applied and theoretical learning for students of social justice, this course is serving as a comparative survey of protest movements since the 1960s. An</u> <u>It provides an introductory, comparative, and interdisciplinary study of social and political struggles among</u> Mexican American, African American, Asian American, and white <del>working class social and political struggles</del> <u>working-class communities</u> from 1960 to the <del>present</del> . <del>The course traces</del> <u>present day</u> . <u>Throughout the course, there is a focus on tracing</u> the development of <u>these</u> protest movements in response to <u>various forms of inequality, including</u> racial, class, gender, <del>ecological</del> <u>ecological</u> , and political <del>inequality in</del> <u>disparities within</u> the context of U.S. politics and <del>history</del> . <u>The history</u> . <u>Moreover, the</u> course critically examines <del>the both</del> internal and external factors contributing to the rise and fall of social and political <del>movements with special</del> <u>movements</u> . <u>Special attention is given</u> to the <del>conjuncture</del> <u>intersectionality</u> of ecology, gender, race, ethnicity, culture, class, and sexual orientation <del>in</del> <u>within</u> contemporary U.S. politics.
	<b>Course Type (CB27)</b>	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>• Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> <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>• Political Science</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 - POLITICAL SCIENCE</li> </ul>

## Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

## Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza, CSUGE and IGETC; fulfills one of the elective options for De Anza's AA-T degree in Political Science; and also meets the UC Berkeley American Cultures graduation requirement. This course is CSU and UC transferable. This course provides an interdisciplinary, multicultural and gendered view of recent and contemporary American social movements with a particular focus on race, multiculturalism, and the environment and as such is cross-listed. By developing students understanding of the way regular citizens are able to bring about positive change through democratic social movements, this course helps students become socially responsible leaders in their communities, the nation and the world.</p>	<p>This course meets a general education requirement for De Anza, <del>CSUGE- Anza</del> and <del>IGETC</del>; <u>Cal-GETC</u>; fulfills one of the elective options for De Anza's AA-T degree in Political Science; and also meets the UC Berkeley American Cultures graduation requirement. This course is CSU and UC transferable. This course provides an interdisciplinary, multicultural and gendered view of recent and contemporary American social movements with a particular focus on race, multiculturalism, and the environment and as such is cross-listed. By developing students understanding of the way regular citizens are able to bring about positive change through democratic social movements, this course helps students become socially responsible leaders in their communities, the nation and the world.</p>

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

## Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	Foothill Faculty Consultation Name	No value	
--	--	----------	--

	Foothill Course ID	No value	
--	-----------------------	----------	--

	Does the course have a Foothill equivalent?	No	No
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### CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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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 value	<u>No</u>
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### Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
---------	-------	-----------------	------------------



Is this a mirrored credit/noncredit course?

No value

No

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
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Is this a cross-listed course?

No value

Yes - complete the cross-listed form

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**



**Repeatability Statement**

No value

### Associated Programs

**Changed Field****Current Version****Proposed Version****Course is part of a program**

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
---------------------------	--------

<b>Associated Program</b>	CSU GE
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**Changed Field****Current Version****Proposed Version**

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree


**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree



Changed	Field	Current Version	Proposed Version
		<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>Associated Program</b> Social Justice Studies: General Studies for Transfer <b>Award Type</b> Associate in Arts for Transfer (A.A.-T.) Degree
		<b>Associated Program</b> Leadership and Social Change <b>Award Type</b> Certificate of Achievement (COA)	<b>Associated Program</b> Leadership and Social Change <b>Award Type</b> Certificate of Achievement (COA)
		<b>Associated Program</b> Leadership and Social Change <b>Award Type</b> Certificate of Achievement (COA)	<b>Associated Program</b> Leadership and Social Change <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>De Anza GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - 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>• 2GDX - Approved.</li> <li>• 2GES - 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>• 2GDX - Approved.</li> <li>• 2GES - 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>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>	-	No value
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-	No value														
		<table border="1"> <tr> <td><b>System/Institution</b></td> <td>IGETC</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	IGETC	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - 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>• 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>• CA4X - Approved.</li> </ul>	-	No value
<b>System/Institution</b>	IGETC														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul>														
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<b>System/Institution</b>	Cal-GETC														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA4X - Approved.</li> </ul>														
-	No value														
		<table border="1"> <tr> <td><b>System/Institution</b></td> <td>CSU GE</td> </tr> <tr> <td><b>Area(s)</b></td> <td> <ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </table>	<b>System/Institution</b>	CSU GE	<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>	-	No value							
<b>System/Institution</b>	CSU GE														
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>														
-	No value														

### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	<b>Lecture Hours - In Class</b>	4	4
	<b>Lecture Hours - Out of Class</b>	8	8
	<b>Laboratory Hours - In Class</b>	0	0
	<b>Laboratory Hours - Out of Class</b>	0	0
	<b>NA Hours - In Class</b>	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Out of Class	0	0

**Course Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48

Changed	Field	Current Version	Proposed Version
	<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
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

## SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

## Specifications



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Discussion and problem solving performed in class  
 In-class exploration of Internet sites  
 Homework and extended projects  
 Field observation and field trips  
 Guest speakers  
 Collaborative learning and small group exercises  
 Collaborative projects  
 Community Civic Engagement and/or Service Learning projects  
 Narrative learning pairs or small groups

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 Collaborative learning and small group exercises  
 Collaborative projects  
 Community Civic Engagement and/or Service Learning projects  
 Narrative learning pairs or small groups

**Assignments**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group service learning project related to course content at the beginning of the term.</li> <li>2. Oral: Students will participate in class discussions, in small problem solving groups, in listening partnerships, and make oral presentations based on their service learning, and/or other class assignments. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their service learning projects, as well as to the development, history, and social conditions of the movements studied.</li> <li>5. Collaborative Learning: students may engage in weekly listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material.</li> </ol> | <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group service learning project related to course content at the beginning of the term.</li> <li>2. Oral: Students will participate in class discussions, in small problem solving groups, in listening partnerships, and make oral presentations based on their service learning, and/or other class assignments. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their service learning projects, as well as to the development, history, and social conditions of the movements studied.</li> <li>5. Collaborative Learning: students may engage in weekly listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material.</li> </ol> |
|--|--|

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of Evaluation



**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. Short papers that assess students ability to investigate key events and experiences of major social protest movements since the 1960's, among other learning goals for the course.
2. In-class quizzes that assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.
3. Midterm exams that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.
4. Narrative learning partnership reports that demonstrate students ability to identify and practice major methodologies of social science field research, among other

**Methods  
of  
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1. Short papers that assess students ability to investigate key events and experiences of major social protest movements since the 1960's, among other learning goals for the course.
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3. Midterm exams that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.
4. Narrative learning partnership reports that demonstrate students ability to identify and practice major methodologies of social science field research, among other

**Changed Field****Current Version****Proposed Version**

learning goals for the course.

5. Group collaborative learning projects demonstrating students ability to comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender), among other learning goals for the course.

6. Small and/or large group participation that assess students ability to examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender, among other learning goals for the course.

7. Oral reports demonstrating students ability to comparing and

learning goals for the course.

5. Group collaborative learning projects demonstrating students ability to comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender), among other learning goals for the course.

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**Changed Field****Current Version****Proposed Version**

appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender), among other learning goals for the course.

8. Field work/group work reports that demonstrate students ability to identify and practice major methodologies of social science field research, among other learning goals for the course.

9. Weekly journal/homework assignments that assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.

10. Comprehensive cumulative project or portfolio that requires students to summarize,

appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender), among other learning goals for the course.

8. Field work/group work reports that demonstrate students ability to identify and practice major methodologies of social science field research, among other learning goals for the course.

9. Weekly journal/homework assignments that assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.

10. Comprehensive cumulative project or portfolio that requires students to summarize,

**Changed Field****Current Version****Proposed Version**

integrate, and critically analyze and apply concepts examined throughout the course.

11. Comprehensive cumulative research paper that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

12. Final exam that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

integrate, and critically analyze and apply concepts examined throughout the course.

11. Comprehensive cumulative research paper that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

12. Final exam that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- None.

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- None

**Essential College Facilities:**

- None



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Klein, Naomi. This Changes Everything: Capitalism vs. The Climate Paperback. (Simon and Schuster, 2015).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Klein, Naomi. This Changes Everything: Capitalism vs. The Climate Paperback. (Simon and Schuster, 2015).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Vicki L Crawford, Jacqueline Anne Rouse and Barbara Woods, eds. Women in the Civil Rights Movement: Trailblazers and Torchbearers 1941-1965 (Indiana University Press, 1993).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Vicki L Crawford, Jacqueline Anne Rouse and Barbara Woods, eds. Women in the Civil Rights Movement: Trailblazers and Torchbearers 1941-1965 (Indiana University Press, 1993).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marshall Ganz, Why David Sometimes Wins (Oxford: Oxford University Press, 2009)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marshall Ganz, Why David Sometimes Wins (Oxford: Oxford University Press, 2009)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

**Changed Field****Current Version****Proposed Version**

<b>Title</b>	No value
<b>Author</b>	Bill Lofy and Wellstone Action!, Politics the Wellstone Way (University of MN Press, (2005).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Lofy and Wellstone Action!, Politics the Wellstone Way (University of MN Press, (2005).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Moyer, Doing Democracy: The MAP Model for Organizing Social Movements (New Society Publishers, 2001).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Moyer, Doing Democracy: The MAP Model for Organizing Social Movements (New Society Publishers, 2001).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Power in Movement: Social Movements and Contentious Politics
<b>Author</b>	Tarrow, Sidney
<b>Publisher</b>	Cambridge University Press
<b>Date/Edition</b>	4th ed.,2022
<b>ISBN</b>	ISBN 978-1108834794

<b>Title</b>	The Social Movements Reader: Cases and Concepts
<b>Author</b>	Jasper, James M., and Jeff Goodwin

**Changed Field**

**Current Version**

**Proposed Version**

**Publisher** Wiley-Blackwell

**Date/Edition** 4th ed.,2023

**ISBN** ISBN 978-  
1119406821



**Suggested Reading List**

No value

**Reading List** Helen Zia, "Asian American Dreams: The Emergence of an American People" (Farrar, Straus, and Giroux, 2000).

**May include, but are not limited to** No value

**Reading List** Saul Alinsky, "Rules for Radicals" (New York: Vintage, 1972).

**May include, but are not limited to** No value

**Reading List** Karl Boggs, "Gramsci's Marxism," (London: Pluto Press, 1976).

**May include, but are not limited to** No value

**Reading List** Jeremy Brecher, "Strike" (Boston: South End Press, 1977 & 1998).

**May include, but are not limited to** No value



**Changed Field****Current Version****Proposed Version**

**Reading List** Rick Scarce, "Eco Warriors: Understanding the Radical Environmental Movement" (Routledge, 2007).

**May include, but are not limited to** No value

**Reading List** Kristin Bumiller, "The Civil Rights Society" (Baltimore: The Johns Hopkins University Press, 1987).

**May include, but are not limited to** No value

**Reading List** Richard Cloward and Francis Fox Piven, "Poor People's Movements: Why They Succeed, How They Fail" (New York: Vintage Books, 1979).

**May include, but are not limited to** No value

**Reading List** Gary Delgado, "Organizing the Movement" (Philadelphia: Temple University Press, 1986).

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**May include, but are not limited to** No value

**Reading List** Sara Evans and Harry Boyte, "Free Spaces: The Sources of Democratic Change in America" (New York: Harper and Row, 1986).

**May include, but are not limited to** No value

**Reading List** William Gamson, "The Strategy of Social Protest" (Homewood, IL: The Dorsey Press, 1975).

**May include, but are not limited to** No value

**Reading List** Lois Gibbs, "Dying From Dioxin: a Citizens Guide to Reclaiming Our Health and Rebuilding Democracy" (Boston: South End Press, 1995).

**May include, but are not limited to** No value

**Changed Field****Current Version****Proposed Version**

**Reading List** Christopher Manes, "Green Rage: Radical Environmentalism and The Unmaking of Civilization" (Back Bay Books, 1991).

**May include, but are not limited to** No value

**Reading List** Luke Cole, "From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement" (NYU Press, 2001).

**May include, but are not limited to** No value

**Reading List** Benjamin Kline, "First Along the River: A Brief History of the U.S. Environmental Movement" (Rowman and Littlefield Publishers, 2011).

**May include, but are not limited to** No value

**Reading List** Kristin Luker, "Abortion and the Politics of Motherhood" (Berkeley: University of California Press, 1984).

**Changed Field****Current Version****Proposed Version**

**May include, but are not limited to** No value

**Reading List** Aldon D. Morris and Carol McClurg Mueller, eds., "Frontiers in Social Movement Theory" (New Haven: Yale University Press, 1992).

**May include, but are not limited to** No value

**Reading List** Leila Rupp and Verta Taylor, "Survival in the Doldrums: The American Women's Rights Movement, 1945 to the 1960s" (Columbus: Ohio State University Press, 1990).

**May include, but are not limited to** No value

**Reading List** Sidney Tarrow, "Struggling to Reform: Social Movements and Policy Change During Cycles of Protest" (Working Paper no. 1 of the project on Social Protest and Policy Innovation at Cornell University, January 1982).

**Changed Field****Current Version****Proposed Version**

**May include, but are not limited to** No value

**Reading List** Nicholas Gonzalez Yuen, "Alienation of Empowerment? Law and Strategies for Social Change," Law and Social Inquiry, Vol. 14, No. 3, p. 551 (Summer 1989).

**May include, but are not limited to** No value

**Reading List** Paul Wellstone and Barry Casper, "Powerline: The First Battle of America's Energy War" (Amherst: University of Massachusetts Press, 1981).

**May include, but are not limited to** No value

**Reading List** F. Arturo Rosales, Chicano: The History of the Mexican American Movement (Arte Publico Press, 1997).

**Changed Field****Current Version****Proposed Version**

**May include, but are not limited to** No value

**Reading List** Doug McAdam, "Political Process and the Development of Black Insurgency" (Chicago: University of Chicago Press, 1982).

**May include, but are not limited to** No value

**Reading List** Doug McAdam, "Freedom Summer" (Oxford: Oxford University Press, 1988).

**May include, but are not limited to** No value

**Reading List** Doug McAdam and David Snow, "Social Movements: Readings on Their Emergence, Mobilization, and Dynamics" (Los Angeles: Roxbury Publishings Company, 1997).

**May include, but are not limited to** No value

Changed	Field	Current Version	Proposed Version
		<p><b>Reading List</b> Sara Evans, "Personal Politics, The Roots of Women's Liberation in the Civil Rights Movement and the New Left" (New York: Vintage Books, 1980).</p>	
		<p><b>May include, but are not limited to</b> No value</p>	

### Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research.</li> <li>• Investigate key events and experiences of major social protest movements since the 1960's.</li> <li>• Explore and assess the critical role played by women in the development of social movements since the 1960s</li> <li>• Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.</li> <li>• Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research.</li> <li>• Investigate key events and experiences of major social protest movements since the 1960's.</li> <li>• Explore and assess the critical role played by women in the development of social movements since the 1960s</li> <li>• Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.</li> <li>• Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).</li> </ul>



CSLOs

**CSLOs** Students will investigate and identify key events and experiences of major social protest movements since the 1960's.

**Expected SLO Performance** 0.0

**CSLOs** Students will investigate and identify key events and experiences of major social protest movements since the 1960's.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements.

**Expected SLO Performance** 0.0

**CSLOs** Investigate and identify key events and experiences of major social protest movements since the 1960's.



**Changed Field**

**Current Version**

**Proposed Version**

**Expected SLO Performance** 0.0

**CSLOs** Identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.

**Expected SLO Performance** 0.0

**CSLOs** Demonstrate the capacity to participate effectively in political processes and techniques common to social movements.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Content</b></p>	<ol style="list-style-type: none"> <li>1. Explore the nature of the social sciences as a disciplinary field.               <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies, which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:                   <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups; and</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including and investigation of reproduction &amp; family, work, beauty images,</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Explore the nature of the social sciences as a disciplinary field.               <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies, which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:                   <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups; and</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including and investigation of reproduction &amp; family, work, beauty images,</li> </ol> </li> </ol> </li> </ol>

**Changed Field****Current Version****Proposed Version**

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| mass media and social movements; and   | mass media and social movements; and   |
| 3. a multi-faceted discipline including such diverse perspectives as:  | 3. a multi-faceted discipline including such diverse perspectives as:  |
| 1. liberal feminism  | 1. liberal feminism  |
| 2. socialist feminism  | 2. socialist feminism  |
| 3. ecofeminism   | 3. ecofeminism   |
| 4. radical feminism  | 4. radical feminism  |
| 5. intersectional feminism   | 5. intersectional feminism   |
| 2. Identify and practice major methodologies of social science field research.   | 2. Identify and practice major methodologies of social science field research.   |
| 1. Interview.  | 1. Interview.  |
| 2. Observation.  | 2. Observation.  |
| 3. Participant observation.  | 3. Participant observation.  |
| 4. The narrative tradition.  | 4. The narrative tradition.  |
| 5. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.  | 5. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.  |
| 6. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.   | 6. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.   |
| 7. Use service learning and civic engagement opportunities to explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines. | 7. Use service learning and civic engagement opportunities to explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines. |
| 3. Investigate key events and experiences of major social protest movements since the 1960's.  | 3. Investigate key events and experiences of major social protest movements since the 1960's.  |
| 1. African American civil rights and Black Power   | 1. African American civil rights and Black Power   |
| 2. Mexican American civil rights movement: UFW/student movement/ border issues.  | 2. Mexican American civil rights movement: UFW/student movement/ border issues.  |
| 3. Asian American movement: "breaking silence"/internment/Asian immigrant organizing.  | 3. Asian American movement: "breaking silence"/internment/Asian immigrant organizing.  |

**Changed Field****Current Version****Proposed Version**

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| <p>4. The course may use one or more of the movements from the list below as a point of comparison and contrast:</p> <ol style="list-style-type: none"><li>1. women's liberation movement (white feminists and feminists of color);</li><li>2. Working class/labor movement (labor's decline, diversification and resurgence);</li><li>3. the disability rights movement;</li><li>4. the gay/lesbian rights movement.</li><li>5. the peace movement;</li><li>6. the immigrants rights movement</li><li>7. the anti-nuclear power movement;</li><li>8. the animal rights movement;</li><li>9. the New Right and 'family values' movement;</li><li>10. the community organizing movement;</li><li>11. the conservative evangelical Christian movement;</li><li>12. the progressive electoral movement;</li><li>13. the pro-gun movement;</li><li>14. the anti-choice movement;</li><li>15. the anti-immigrant and nativist movement;</li><li>16. the white supremacist movement;</li><li>17. the 'conservative populist' anti-tax movement.</li><li>18. the "Tea Party" phenomenon</li><li>19. the "Occupy" or "99%" Movement</li></ol> <p>5. The environmental movement</p> <p>4. Explore and assess the critical role played by women in the development of social movements since the 1960s</p> | <p>4. The course may use one or more of the movements from the list below as a point of comparison and contrast:</p> <ol style="list-style-type: none"><li>1. women's liberation movement (white feminists and feminists of color);</li><li>2. Working class/labor movement (labor's decline, diversification and resurgence);</li><li>3. the disability rights movement;</li><li>4. the gay/lesbian rights movement.</li><li>5. the peace movement;</li><li>6. the immigrants rights movement</li><li>7. the anti-nuclear power movement;</li><li>8. the animal rights movement;</li><li>9. the New Right and 'family values' movement;</li><li>10. the community organizing movement;</li><li>11. the conservative evangelical Christian movement;</li><li>12. the progressive electoral movement;</li><li>13. the pro-gun movement;</li><li>14. the anti-choice movement;</li><li>15. the anti-immigrant and nativist movement;</li><li>16. the white supremacist movement;</li><li>17. the 'conservative populist' anti-tax movement.</li><li>18. the "Tea Party" phenomenon</li><li>19. the "Occupy" or "99%" Movement</li></ol> <p>5. The environmental movement</p> <p>4. Explore and assess the critical role played by women in the development of social movements since the 1960s</p> |
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**Changed Field****Current Version****Proposed Version**

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| <ol style="list-style-type: none"><li>1. Women grassroots activists in the Mississippi Civil Rights Movement</li><li>2. Fannie Lou Hamer and the Freedeom Democratic Party</li><li>3. Ella Baker and the origins of "Participatory Democracy"</li><li>4. Women trailblazers in the Montgomery Bus Boycott</li><li>5. Women as "Culture Carriers" in the civil rights movement</li><li>6. The feminist influence on the New Left</li><li>7. The emergence of the white women's movement from the civil rights movement</li><li>8. Dolores Huerta and other women in the Chicano Movement</li><li>9. Helen Zia and a generation of women Asian Pacific American organizers and leaders</li><li>10. Shirley Chisolm, Bella Abzug, Geraldine Ferraro, Kamala Harris, Barbara Lee, Elizabeth Warren, Hillary Clinton and a new generation of women elected leaders</li></ol> <p>5. Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.</p> <ol style="list-style-type: none"><li>1. Sherover-Marcuse, Boggs, Lipsky and others on the effects of segregation, subordination, and cooptation on the development and sustenance of a consciousness and social protest.</li><li>2. Lerner, Phetersen and others on common dominant and subordinate group reactions to oppression; e.g., resistance, internalized domination, internalized oppression.</li></ol> | <ol style="list-style-type: none"><li>1. Women grassroots activists in the Mississippi Civil Rights Movement</li><li>2. Fannie Lou Hamer and the Freedeom Democratic Party</li><li>3. Ella Baker and the origins of "Participatory Democracy"</li><li>4. Women trailblazers in the Montgomery Bus Boycott</li><li>5. Women as "Culture Carriers" in the civil rights movement</li><li>6. The feminist influence on the New Left</li><li>7. The emergence of the white women's movement from the civil rights movement</li><li>8. Dolores Huerta and other women in the Chicano Movement</li><li>9. Helen Zia and a generation of women Asian Pacific American organizers and leaders</li><li>10. Shirley Chisolm, Bella Abzug, Geraldine Ferraro, Kamala Harris, Barbara Lee, Elizabeth Warren, Hillary Clinton and a new generation of women elected leaders</li></ol> <p>5. Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.</p> <ol style="list-style-type: none"><li>1. Sherover-Marcuse, Boggs, Lipsky and others on the effects of segregation, subordination, and cooptation on the development and sustenance of a consciousness and social protest.</li><li>2. Lerner, Phetersen and others on common dominant and subordinate group reactions to oppression; e.g., resistance, internalized domination, internalized oppression.</li></ol> |
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Changed	Field	Current Version	Proposed Version
		<p>3. Comparison of variations in protest mentality among group members in the development, success, and/or failure of grassroots social movements.</p> <p>6. Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).</p> <p>1. Gamson and others on appeasement versus resistance.</p> <p>2. Ganz, Mc Adam, Cloward and Piven, Tarrow and others on the external and internal social conditions leading to success vs. failure of social movements (e.g., group strategic capacity, social network, political opportunity structure, and electoral and economic vulnerability of elites, cycles of innovation and dispersion.)</p> <p>3. Coalition building and identity-based versus issue-based political organizing.</p> <p>4. Service learning and civic engagement application of key social movement theories.</p>	<p>3. Comparison of variations in protest mentality among group members in the development, success, and/or failure of grassroots social movements.</p> <p>6. Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).</p> <p>1. Gamson and others on appeasement versus resistance.</p> <p>2. Ganz, Mc Adam, Cloward and Piven, Tarrow and others on the external and internal social conditions leading to success vs. failure of social movements (e.g., group strategic capacity, social network, political opportunity structure, and electoral and economic vulnerability of elites, cycles of innovation and dispersion.)</p> <p>3. Coalition building and identity-based versus issue-based political organizing.</p> <p>4. Service learning and civic engagement application of key social movement theories.</p>
	<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>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	<b>Limitation(s) on Enrollment - Other:</b>	(Also listed as ICS D036.)	(Also listed as ICS D036.)
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

## Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2SS	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	POLI 016; ICS 036	POLI 016; ICS 036

Changed	Questions	Current Version	Proposed Version
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	POLI	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Cross-listed	Cross-listed
	<b>Cross-Listed/Related Course ID's</b>	POLI 16 (P); ICS 36 (C)	POLI 16 (P); ICS 36 (C)
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	11/08/2022	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



Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239016	No Value
!	Account Code	1320	No Value
!	Program Code	210500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid Updated. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid Updated. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>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	Methods of Instruction: Discussion of Readings Assignment D: Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their service learning projects, as well as to the development, history, and social conditions of the movements studied
❗	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	Assignment C: Written: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter. Methods of Evaluation C: Midterm exams that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course Methods of Evaluation K: Comprehensive cumulative research paper that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.
	<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

Changed	Questions	Current Version	Proposed Version
	<p><b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b></p>	No Value	<p>Assignment C: Written: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.</p>

### 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

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</b>	No Value	No Value
	<b>Objective 5: Identify and practice writing for different audiences and purposes.</b>	No Value	No Value
	<b>Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.</b>	No Value	No Value
	<b>Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.</b>	No Value	No Value
	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value

## C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p><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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
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### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</b> Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	<b>Objective 9:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	No Value	No Value

### E-Matrix Form

Blank area for E-Matrix Form content.

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real-world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

## F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value



Changed	Questions	Current Version	Proposed Version
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**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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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


Outline A, E, F: A. Explore the nature of the social sciences as a disciplinary field. E. Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender. F. Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).

Changed	Questions	Current Version	Proposed Version
<p><b>!</b></p>	<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>	<p>No Value</p>	<p>Oral: Assignments B: Oral: Students will participate in class discussions, in small problem solving groups, in listening partnerships, and make oral presentations based on their service learning, and/or other class assignments. Students may also carry out interview assignments as part of research projects. Written: Assignments C: Written: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter. Collaboration: Methods of Instruction: Collaborative learning and small group exercises, Collaborative projects</p>
<p><b>!</b></p>	<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>	<p>No Value</p>	<p>Methods of Evaluation C: Midterm exams that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.</p>

Changed	Questions	Current Version	Proposed Version
	<p><b>❗</b> <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>	<p>No Value</p>	<p>Outline C.4.: The course may use one or more of the movements from the list below as a point of comparison and contrast: women's liberation movement (white feminists and feminists of color); Working class/labor movement (labor's decline, diversification and resurgence); the disability rights movement; the gay/lesbian rights movement. the peace movement; the immigrants rights movement the anti-nuclear power movement; the animal rights movement; the New Right and 'family values' movement; the community organizing movement; the conservative evangelical Christian movement; the progressive electoral movement; the pro-gun movement; the anti-choice movement; the anti-immigrant and nativist movement; the white supremacist movement; the 'conservative populist' anti-tax movement. the "Tea Party" phenomenon the "Occupy" or "99%" Movement</p>
	<p><b>❗</b> <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>	<p>No Value</p>	<p>Outline F: Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).</p>

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</b>	No Value	Assignments A: Field Research and Participant Observation: Students will choose an individual or group service learning project related to course content at the beginning of the term.

**De Anza GE - ESGC Form**

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	Outline C.5.: Investigate key events and experiences of major social protest movements since the 1960's - the environmental movement

**Changed****Questions****Current Version****Proposed Version**

**Criteria 3:  
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value



**Criteria 4:  
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

Outline E: Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.



**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

Outline B.7.: B. Identify and practice major methodologies of social science field research. 7. Use service learning and civic engagement opportunities to explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.

**Comments**

Changed	Questions	Current Version	Proposed Version															
	<b>Stage 2: Department Chair</b>	No Value	No Value															
<b>!</b>	<b>Stage 3: Division Curriculum Representative</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Initiator - Indicate Edit "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/1/24</td> <td>R. Gabriel / Dep Rep</td> <td>Course Description</td> <td>Needs to be a complete sentence</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate Edit "Y" When Completed	5/1/24	R. Gabriel / Dep Rep	Course Description	Needs to be a complete sentence	Y					
Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate Edit "Y" When Completed														
5/1/24	R. Gabriel / Dep Rep	Course Description	Needs to be a complete sentence	Y														
	<b>Stage 4: Division Dean</b>	No Value	No Value															
<b>!</b>	<b>Stage 5: SLO Coordinator</b>	No Value	<table border="1"> <thead> <tr> <th>DATE</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/16/2024 &amp; 5/17/2024</td> <td>Mary Pape - SLO Coordinator</td> <td>Learning Outcomes - CSLO</td> <td>Required</td> <td>Change the CSLO so that the words "Student will" are removed and the statement begins with a Bloom's Taxonomy verb. Suggestion: "Investigate and identify key events and experiences of major social protest movements since the 1960's." and similarly for CSLO #2 and #3.</td> <td></td> </tr> </tbody> </table>	DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	5/16/2024 & 5/17/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO	Required	Change the CSLO so that the words "Student will" are removed and the statement begins with a Bloom's Taxonomy verb. Suggestion: "Investigate and identify key events and experiences of major social protest movements since the 1960's." and similarly for CSLO #2 and #3.				
DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed													
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<b>!</b>	<b>Stage 7: Content Review Matrix Liaison</b>	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Type of Field Edit</th> <th>Edit</th> <th>Initiator - Indicate "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/21/24</td> <td>Zack JudsonA</td> <td>Matrix Required</td> <td>Please Complete Matrix A for your English advisory Good Work. Please include</td> <td>incomplete - zj 6/4/24</td> </tr> <tr> <td>6/12/24</td> <td>Zack JudsonA</td> <td>Matrix Required</td> <td>a brief summary of the skills/assignments/activities listed.</td> <td></td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed	5/21/24	Zack JudsonA	Matrix Required	Please Complete Matrix A for your English advisory Good Work. Please include	incomplete - zj 6/4/24	6/12/24	Zack JudsonA	Matrix Required	a brief summary of the skills/assignments/activities listed.	
Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed														
5/21/24	Zack JudsonA	Matrix Required	Please Complete Matrix A for your English advisory Good Work. Please include	incomplete - zj 6/4/24														
6/12/24	Zack JudsonA	Matrix Required	a brief summary of the skills/assignments/activities listed.															

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Part - Field Tab		Type of Edit	Edit	
			9/20/24	Gabriela Nocito for AVPI Specifications - Suggested Reading List		Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	
!	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			09/23/2024	Specifications	Primary Texts	Required	Must have at least one book published within 7 years of the start date of the course (2018 for Fall 2025 term)	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: 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	POLID016.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000354930
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### Articulation

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS- DEPT-NAME</b>	
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	<b>Course Crosswalk CRS- NUMBER</b>	
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De Anza College  
**Change Report**  
09/30/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	CSLOs
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

<b>Section</b>	<b>Changed field</b>
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	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
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 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.)
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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.)
De Anza GE - ESGC Form	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.
De Anza GE - ESGC Form	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.
De Anza GE - ESGC Form	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification

**Section****Changed field**

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?

**General Information****Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• Erik Woodbury

• James Nguyen

**Course ID  
(CB01A and  
CB01B)**

ICSD036.

ICSD036.

**Course Control  
Number**

CCC000549701

CCC000549701

**Course Title  
(CB02)**Grassroots Democracy: Social  
Movements Since the 1960sGrassroots Democracy: Social  
Movements Since the 1960s**Short Course  
Title**GRSRTS DEMO:SOC MVMTS SINCE  
60GRSRTS DEMO:SOC MVMTS SINCE  
60**TOP Code  
(CB03)**

2201.20

2201.20 American Studies

**CIP Code**American/United States  
Studies/Civilization05.0102 American/United States  
Studies/Civilization**Department**

POLI - Political Science

POLI - Political Science

**Effective Term**

Fall 2023

Fall ~~2023~~ 2025**SAM Priority  
Code (CB09)**

Non-Occupational

Non-Occupational

Changed	Field	Current Version	Proposed Version
!	<b>Course Description</b>	Applied and theoretical learning for students of social justice, this course is a comparative survey of protest movements since the 1960s. An introductory, comparative, and interdisciplinary study of Mexican American, African American, Asian American, and white working class social and political struggles from 1960 to the present. The course traces the development of protest movements in response to racial, class, gender, ecological and political inequality in the context of U.S. politics and history. The course critically examines the internal and external factors contributing to the rise and fall of social and political movements with special attention to the conjuncture of ecology, gender, race, ethnicity, culture, class, and sexual orientation in contemporary U.S. politics.	<del>Applied-</del> <u>This course provides applied and theoretical learning opportunities for students of social justice, this course is justice. It serves as</u> a comparative survey of protest movements since the <del>1960s. An</del> <u>1960s, offering an</u> introductory, comparative, and interdisciplinary <del>study-</del> <u>examination of various social and political struggles. Specifically, the course delves into the</u> Mexican American, African American, Asian American, and white <del>working-class social and political struggles-</del> <u>working-class experiences</u> from 1960 to the <del>present. The course-</del> <u>present day.</u> <u>Throughout, it</u> traces the <del>development</del> <u>evolution</u> of <del>these</del> <u>these</u> protest movements in response to <u>various forms of inequality, including</u> racial, class, gender, <del>ecological-</del> <u>ecological,</u> and political <del>inequality in-</del> <u>disparities within</u> the context of U.S. politics and history. <del>The</del> <u>Furthermore, the</u> course critically <del>examines the-</del> <u>analyzes both</u> internal and external factors <del>contributing to that</del> <u>have influenced</u> the <del>rise-</del> <u>growth</u> and <del>fall</del> <u>decline</u> of social and political <del>movements-</del> <u>these movements,</u> with special <del>particular</del> <u>particular</u> attention to the <del>conjuncture-</del> <u>intersectionality</u> of ecology, gender, race, ethnicity, culture, class, and sexual orientation <del>in-</del> <u>within</u> contemporary U.S. politics.
	<b>Course Type (CB27)</b>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	<b>Mode of Delivery</b>	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <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>Political Science</li> </ul>
	<b>Discipline 2</b>	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - POLITICAL SCIENCE</li> </ul>

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza, CSUGE and IGETC; fulfills one of the elective options for De Anza's AA-T degree in Political Science; and also meets the UC Berkeley American Cultures graduation requirement. This course is CSU and UC transferable. This course provides an interdisciplinary, multicultural and gendered view of recent and contemporary American social movements with a particular focus on race, multiculturalism, and the environment and as such is cross-listed. By developing students understanding of the way regular citizens are able to bring about positive change through democratic social movements, this course helps students become socially responsible leaders in their communities, the nation and the world.</p>	<p>This course meets a general education requirement for De Anza, <del>CSUGE</del>- <u>Anza</u> and <del>IGETC</del>; <u>Cal-GETC</u>; fulfills one of the elective options for De Anza's AA-T degree in Political Science; and also meets the UC Berkeley American Cultures graduation requirement. This course is CSU and UC transferable. This course provides an interdisciplinary, multicultural and gendered view of recent and contemporary American social movements with a particular focus on race, multiculturalism, and the environment and as such is cross-listed. By developing students understanding of the way regular citizens are able to bring about positive change through democratic social movements, this course helps students become socially responsible leaders in their communities, the nation and the world.</p>

Stand-Alone Statement			

Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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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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### Foothill Equivalency

Changed	Field	Current Version	Proposed Version
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	<b>Foothill Faculty Consultation Name</b>	No value	
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	<b>Foothill Course ID</b>	No value	
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	<b>Does the course have a Foothill equivalent?</b>	No	No
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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>	No value	<u>No</u>
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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 value	<u>No</u>
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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 value	<u>No</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 value	<u>Yes - complete the cross-listed form</u>
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### More Options

Changed	Field	Current Version	Proposed Version
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	<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.
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	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
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	<b>Course Support Status (CB26)</b>	Course is not a support course	Course is not a support course
--	-------------------------------------	--------------------------------	--------------------------------

	<b>Repeat Limit</b>	0	0
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	<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**

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**Allow Students  
to Gain Credit  
by  
Exam/Challenge**

---

**Repeatability  
Statement**

No value

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**Associated Programs**

**Changed Field****Current Version****Proposed Version****Course is part of a program**

**Associated Program** Associate in Arts in Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Changed Field****Current Version****Proposed Version**

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer

**Changed Field****Current Version****Proposed Version**

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Leadership and Social Change

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Associated Program** Leadership and Social Change

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version**

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

**Course General Education Status (CB25)**

Y

Y

**Transfer Status**

Approved

Approved

Changed Field

Current Version

Proposed Version



GE Information

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	IGETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	Cal-GETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>
-	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

Changed	Field	Current Version	Proposed Version
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

**Course Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Speciality Hours</b>	No value	No value

### Credit / Non-Credit Options

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			





**Methods of Instruction**

<b>Methods of Instruction</b>	
<b>Methods of Instruction</b>	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Community Civic Engagement and/or Service Learning projects Narrative learning pairs or small groups

<b>Methods of Instruction</b>	Methods of Instruction
<b>Methods of Instruction</b>	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Community Civic Engagement and/or Service Learning projects Narrative learning pairs or small groups

**Assignments**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group service learning project related to course content at the beginning of the term.</li> <li>2. Oral: Students will participate in class discussions, in small problem solving groups, in listening partnerships, and make oral presentations based on their service learning, and/or other class assignments. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their service learning projects, as well as to the development, history, and social conditions of the movements studied.</li> <li>5. Collaborative Learning: students may engage in weekly listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material.</li> </ol> | <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group service learning project related to course content at the beginning of the term.</li> <li>2. Oral: Students will participate in class discussions, in small problem solving groups, in listening partnerships, and make oral presentations based on their service learning, and/or other class assignments. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their service learning projects, as well as to the development, history, and social conditions of the movements studied.</li> <li>5. Collaborative Learning: students may engage in weekly listening partnerships or narrative learning groups regarding their own subjective perceptions and experiences relating both to the substance and process of their field study and other course material.</li> </ol> |
|--|--|

**Changed Field**

**Current Version**

**Proposed Version**



**Methods of Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of Evaluation

**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. Short papers that assess students ability to investigate key events and experiences of major social protest movements since the 1960's, among other learning goals for the course.
2. In-class quizzes that assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.
3. Midterm exams that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.
4. Narrative learning partnership reports that demonstrate students ability to identify and practice major methodologies of social science field research, among other

**Methods  
of  
Evaluation**

1. Short papers that assess students ability to investigate key events and experiences of major social protest movements since the 1960's, among other learning goals for the course.
2. In-class quizzes that assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.
3. Midterm exams that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.
4. Narrative learning partnership reports that demonstrate students ability to identify and practice major methodologies of social science field research, among other

**Changed Field****Current Version****Proposed Version**

- learning goals for the course.
5. Group collaborative learning projects demonstrating students ability to comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender), among other learning goals for the course.
6. Small and/or large group participation that assess students ability to examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender, among other learning goals for the course.
7. Oral reports demonstrating students ability to

- learning goals for the course.
5. Group collaborative learning projects demonstrating students ability to comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender), among other learning goals for the course.
6. Small and/or large group participation that assess students ability to examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender, among other learning goals for the course.
7. Oral reports demonstrating students ability to

**Changed Field****Current Version****Proposed Version**

comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender), among other learning goals for the course.

8. Field work/group work reports that demonstrate students ability to identify and practice major methodologies of social science field research, among other learning goals for the course.

9. Weekly journal/homework assignments that assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.

10. Comprehensive cumulative project or portfolio that

comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender), among other learning goals for the course.

8. Field work/group work reports that demonstrate students ability to identify and practice major methodologies of social science field research, among other learning goals for the course.

9. Weekly journal/homework assignments that assess students ability to explore and assess the critical role played by women in the development of social movements or and since the 1960s, among other learning goals for the course.

10. Comprehensive cumulative project or portfolio that

**Changed Field****Current Version****Proposed Version**

requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

11. Comprehensive cumulative research paper that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

12. Final exam that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

11. Comprehensive cumulative research paper that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

12. Final exam that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- None.

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- None

**Essential College Facilities:**

- None



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Klein, Naomi. This Changes Everything: Capitalism vs. The Climate Paperback. (Simon and Schuster, 2015).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Klein, Naomi. This Changes Everything: Capitalism vs. The Climate Paperback. (Simon and Schuster, 2015).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Vicki L Crawford, Jacqueline Anne Rouse and Barbara Woods, eds. Women in the Civil Rights Movement: Trailblazers and Torchbearers 1941-1965 (Indiana University Press, 1993).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Vicki L Crawford, Jacqueline Anne Rouse and Barbara Woods, eds. Women in the Civil Rights Movement: Trailblazers and Torchbearers 1941-1965 (Indiana University Press, 1993).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marshall Ganz, Why David Sometimes Wins (Oxford: Oxford University Press, 2009)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marshall Ganz, Why David Sometimes Wins (Oxford: Oxford University Press, 2009)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value



**Changed Field**

**Current Version**

**Proposed Version**

<b>Title</b>	No value
<b>Author</b>	Bill Lofy and Wellstone Action!, Politics the Wellstone Way (University of MN Press, (2005).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Lofy and Wellstone Action!, Politics the Wellstone Way (University of MN Press, (2005).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Moyer, Doing Democracy: The MAP Model for Organizing Social Movements (New Society Publishers, 2001).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Moyer, Doing Democracy: The MAP Model for Organizing Social Movements (New Society Publishers, 2001).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Power in Movement: Social Movements and Contentious Politics
<b>Author</b>	Tarrow, Sidney
<b>Publisher</b>	Cambridge University Press
<b>Date/Edition</b>	4th ed.,2022
<b>ISBN</b>	ISBN 978-1108834794

<b>Title</b>	The Social Movements Reader: Cases and Concepts

**Changed Field**

**Current Version**

**Proposed Version**

<b>Author</b>	Jasper, James M., and Jeff Goodwin
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<b>Publisher</b>	Wiley-Blackwell
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<b>Date/Edition</b>	4th ed., 2023
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<b>ISBN</b>	ISBN 978- 1119406821
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**Suggested Reading List**

No value

<b>Reading List</b>	Helen Zia, "Asian American Dreams: The Emergence of an American People" (Farrar, Straus, and Giroux, 2000).
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Saul Alinsky, "Rules for Radicals" (New York: Vintage, 1972).
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Karl Boggs, "Gramsci's Marxism," (London: Pluto Press, 1976).
<b>May include, but are not limited to</b>	No value

<b>Reading List</b>	Jeremy Brecher, "Strike" (Boston: South End Press, 1977 & 1998).
<b>May include, but are not limited to</b>	No value

**Changed Field****Current Version****Proposed Version**

**Reading List** Rick Scarce, "Eco Warriors: Understanding the Radical Environmental Movement" (Routledge, 2007).

**May include, but are not limited to** No value

**Reading List** Kristin Bumiller, "The Civil Rights Society" (Baltimore: The Johns Hopkins University Press, 1987).

**May include, but are not limited to** No value

**Reading List** Richard Cloward and Francis Fox Piven, "Poor People's Movements: Why They Succeed, How They Fail" (New York: Vintage Books, 1979).

**May include, but are not limited to** No value

**Reading List** Gary Delgado, "Organizing the Movement" (Philadelphia: Temple University Press, 1986).

**Changed Field**

**Current Version**

**Proposed Version**

**May include, but are not limited to** No value

**Reading List** Sara Evans and Harry Boyte, "Free Spaces: The Sources of Democratic Change in America" (New York: Harper and Row, 1986).

**May include, but are not limited to** No value

**Reading List** William Gamson, "The Strategy of Social Protest" (Homewood, IL: The Dorsey Press, 1975).

**May include, but are not limited to** No value

**Reading List** Lois Gibbs, "Dying From Dioxin: a Citizens Guide to Reclaiming Our Health and Rebuilding Democracy" (Boston: South End Press, 1995).

**May include, but are not limited to** No value

**Changed Field**

**Current Version**

**Proposed Version**

**Reading List** Christopher Manes, "Green Rage: Radical Environmentalism and The Unmaking of Civilization" (Back Bay Books, 1991).

**May include, but are not limited to** No value

**Reading List** Luke Cole, "From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement" (NYU Press, 2001).

**May include, but are not limited to** No value

**Reading List** Benjamin Kline, "First Along the River: A Brief History of the U.S. Environmental Movement" (Rowman and Littlefield Publishers, 2011).

**May include, but are not limited to** No value

**Reading List** Kristin Luker, "Abortion and the Politics of Motherhood" (Berkeley: University of California Press, 1984).

**Changed Field****Current Version****Proposed Version**

**May include, but are not limited to** No value

**Reading List** Aldon D. Morris and Carol McClurg Mueller, eds., "Frontiers in Social Movement Theory" (New Haven: Yale University Press, 1992).

**May include, but are not limited to** No value

**Reading List** Leila Rupp and Verta Taylor, "Survival in the Doldrums: The American Women's Rights Movement, 1945 to the 1960s" (Columbus: Ohio State University Press, 1990).

**May include, but are not limited to** No value

**Reading List** Sidney Tarrow, "Struggling to Reform: Social Movements and Policy Change During Cycles of Protest" (Working Paper no. 1 of the project on Social Protest and Policy Innovation at Cornell University, January 1982).

**Changed Field**

**Current Version**

**Proposed Version**

**May include, but are not limited to** No value

**Reading List** Nicholas Gonzalez Yuen, "Alienation of Empowerment? Law and Strategies for Social Change," Law and Social Inquiry, Vol. 14, No. 3, p. 551 (Summer 1989).

**May include, but are not limited to** No value

**Reading List** Paul Wellstone and Barry Casper, "Powerline: The First Battle of America's Energy War" (Amherst: University of Massachusetts Press, 1981).

**May include, but are not limited to** No value

**Reading List** F. Arturo Rosales, Chicano: The History of the Mexican American Movement (Arte Publico Press, 1997).



**Changed Field****Current Version****Proposed Version**

**May include, but are not limited to** No value

**Reading List** Doug McAdam, "Political Process and the Development of Black Insurgency" (Chicago: University of Chicago Press, 1982).

**May include, but are not limited to** No value

**Reading List** Doug McAdam, "Freedom Summer" (Oxford: Oxford University Press, 1988).

**May include, but are not limited to** No value

**Reading List** Doug McAdam and David Snow, "Social Movements: Readings on Their Emergence, Mobilization, and Dynamics" (Los Angeles: Roxbury Publishings Company, 1997).

**May include, but are not limited to** No value

Changed Field	Current Version	Proposed Version
	<p><b>Reading List</b> Sara Evans, "Personal Politics, The Roots of Women's Liberation in the Civil Rights Movement and the New Left" (New York: Vintage Books, 1980).</p>	
	<p><b>May include, but are not limited to</b> No value</p>	

### Learning Outcomes and Objectives

Changed Field	Current Version	Proposed Version
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research.</li> <li>• Investigate key events and experiences of major social protest movements since the 1960's.</li> <li>• Explore and assess the critical role played by women in the development of social movements since the 1960s</li> <li>• Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.</li> <li>• Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research.</li> <li>• Investigate key events and experiences of major social protest movements since the 1960's.</li> <li>• Explore and assess the critical role played by women in the development of social movements since the 1960s</li> <li>• Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.</li> <li>• Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).</li> </ul>



**CSLOs**

**CSLOs** Students will investigate and identify key events and experiences of major social protest movements since the 1960's.

**Expected SLO Performance** 0.0

**CSLOs** Students will investigate and identify key events and experiences of major social protest movements since the 1960's.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.

**Expected SLO Performance** 0.0

**CSLOs** Students will identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate effectively in political processes and techniques common to social movements.

**Expected SLO Performance** 0.0

**Changed Field****Current Version****Proposed Version**

<b>CSLOs</b>	Investigate and identify key events and experiences of major social protest movements since the 1960's.
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<b>Expected SLO Performance</b>	0.0
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<b>CSLOs</b>	Identify, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.
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<b>Expected SLO Performance</b>	0.0
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<b>CSLOs</b>	Demonstrate the capacity to participate effectively in political processes and techniques common to social movements.
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<b>Expected SLO Performance</b>	0.0
---------------------------------	-----

**Course Outline**

**Changed Field****Current Version****Proposed Version****Course  
Content**

- |                           |   |   |
|---------------------------|---|---|
| <b>Course<br/>Content</b> | <ol style="list-style-type: none"><li>1. Explore the nature of the social sciences as a disciplinary field.<ol style="list-style-type: none"><li>1. Social Science as the study of people as members of society.</li><li>2. The study of social structures/institutions.</li><li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li><li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li><li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li><li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li><li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li><li>8. Historical methodologies, which explore and interpret the development of human events over time.</li><li>9. Women's Studies as:<ol style="list-style-type: none"><li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups; and</li><li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including and investigation of</li></ol></li></ol></li></ol> | <ol style="list-style-type: none"><li>1. Explore the nature of the social sciences as a disciplinary field.<ol style="list-style-type: none"><li>1. Social Science as the study of people as members of society.</li><li>2. The study of social structures/institutions.</li><li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li><li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li><li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li><li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li><li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li><li>8. Historical methodologies, which explore and interpret the development of human events over time.</li><li>9. Women's Studies as:<ol style="list-style-type: none"><li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups; and</li><li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including and investigation of</li></ol></li></ol></li></ol> |
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	reproduction & family, work, beauty images, mass media and social movements; and	reproduction & family, work, beauty images, mass media and social movements; and
	3. a multi-faceted discipline including such diverse perspectives as:	3. a multi-faceted discipline including such diverse perspectives as:
	1. liberal feminism	1. liberal feminism
	2. socialist feminism	2. socialist feminism
	3. ecofeminism	3. ecofeminism
	4. radical feminism	4. radical feminism
	5. intersectional feminism	5. intersectional feminism
	2. Identify and practice major methodologies of social science field research.	2. Identify and practice major methodologies of social science field research.
	1. Interview.	1. Interview.
	2. Observation.	2. Observation.
	3. Participant observation.	3. Participant observation.
	4. The narrative tradition.	4. The narrative tradition.
	5. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.	5. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.
	6. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.	6. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.
	7. Use service learning and civic engagement opportunities to explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.	7. Use service learning and civic engagement opportunities to explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.
	3. Investigate key events and experiences of major social protest movements since the 1960's.	3. Investigate key events and experiences of major social protest movements since the 1960's.
	1. African American civil rights and Black Power	1. African American civil rights and Black Power

**Changed Field****Current Version****Proposed Version**

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| 2. Mexican American civil rights movement: UFW/student movement/ border issues.  | 2. Mexican American civil rights movement: UFW/student movement/ border issues.  |
| 3. Asian American movement: "breaking silence"/internment/Asian immigrant organizing.  | 3. Asian American movement: "breaking silence"/internment/Asian immigrant organizing.  |
| 4. The course may use one or more of the movements from the list below as a point of comparison and contrast: <ol style="list-style-type: none"><li>1. women's liberation movement (white feminists and feminists of color);</li><li>2. Working class/labor movement (labor's decline, diversification and resurgence);</li><li>3. the disability rights movement;</li><li>4. the gay/lesbian rights movement.</li><li>5. the peace movement;</li><li>6. the immigrants rights movement</li><li>7. the anti-nuclear power movement;</li><li>8. the animal rights movement;</li><li>9. the New Right and 'family values' movement;</li><li>10. the community organizing movement;</li><li>11. the conservative evangelical Christian movement;</li><li>12. the progressive electoral movement;</li><li>13. the pro-gun movement;</li><li>14. the anti-choice movement;</li><li>15. the anti-immigrant and nativist movement;</li><li>16. the white supremacist movement;</li><li>17. the 'conservative populist' anti-tax movement.</li></ol> | 4. The course may use one or more of the movements from the list below as a point of comparison and contrast: <ol style="list-style-type: none"><li>1. women's liberation movement (white feminists and feminists of color);</li><li>2. Working class/labor movement (labor's decline, diversification and resurgence);</li><li>3. the disability rights movement;</li><li>4. the gay/lesbian rights movement.</li><li>5. the peace movement;</li><li>6. the immigrants rights movement</li><li>7. the anti-nuclear power movement;</li><li>8. the animal rights movement;</li><li>9. the New Right and 'family values' movement;</li><li>10. the community organizing movement;</li><li>11. the conservative evangelical Christian movement;</li><li>12. the progressive electoral movement;</li><li>13. the pro-gun movement;</li><li>14. the anti-choice movement;</li><li>15. the anti-immigrant and nativist movement;</li><li>16. the white supremacist movement;</li><li>17. the 'conservative populist' anti-tax movement.</li></ol> |

**Changed Field****Current Version****Proposed Version**

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| 18. the "Tea Party" phenomenon<br>19. the "Occupy" or "99%" Movement<br>5. The environmental movement<br>4. Explore and assess the critical role played by women in the development of social movements since the 1960s<br>1. Women grassroots activists in the Mississippi Civil Rights Movement<br>2. Fannie Lou Hamer and the Freedom Democratic Party<br>3. Ella Baker and the origins of "Participatory Democracy"<br>4. Women trailblazers in the Montgomery Bus Boycott<br>5. Women as "Culture Carriers" in the civil rights movement<br>6. The feminist influence on the New Left<br>7. The emergence of the white women's movement from the civil rights movement<br>8. Dolores Huerta and other women in the Chicano Movement<br>9. Helen Zia and a generation of women Asian Pacific American organizers and leaders<br>10. Shirley Chisolm, Bella Abzug, Geraldine Ferraro, Kamala Harris, Barbara Lee, Elizabeth Warren, Hillary Clinton and a new generation of women elected leaders<br>5. Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.<br>1. Sherover-Marcuse, Boggs, Lipsky and others on the effects of segregation, subordination, and | 18. the "Tea Party" phenomenon<br>19. the "Occupy" or "99%" Movement<br>5. The environmental movement<br>4. Explore and assess the critical role played by women in the development of social movements since the 1960s<br>1. Women grassroots activists in the Mississippi Civil Rights Movement<br>2. Fannie Lou Hamer and the Freedom Democratic Party<br>3. Ella Baker and the origins of "Participatory Democracy"<br>4. Women trailblazers in the Montgomery Bus Boycott<br>5. Women as "Culture Carriers" in the civil rights movement<br>6. The feminist influence on the New Left<br>7. The emergence of the white women's movement from the civil rights movement<br>8. Dolores Huerta and other women in the Chicano Movement<br>9. Helen Zia and a generation of women Asian Pacific American organizers and leaders<br>10. Shirley Chisolm, Bella Abzug, Geraldine Ferraro, Kamala Harris, Barbara Lee, Elizabeth Warren, Hillary Clinton and a new generation of women elected leaders<br>5. Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.<br>1. Sherover-Marcuse, Boggs, Lipsky and others on the effects of segregation, subordination, and | 18. the "Tea Party" phenomenon<br>19. the "Occupy" or "99%" Movement<br>5. The environmental movement<br>4. Explore and assess the critical role played by women in the development of social movements since the 1960s<br>1. Women grassroots activists in the Mississippi Civil Rights Movement<br>2. Fannie Lou Hamer and the Freedom Democratic Party<br>3. Ella Baker and the origins of "Participatory Democracy"<br>4. Women trailblazers in the Montgomery Bus Boycott<br>5. Women as "Culture Carriers" in the civil rights movement<br>6. The feminist influence on the New Left<br>7. The emergence of the white women's movement from the civil rights movement<br>8. Dolores Huerta and other women in the Chicano Movement<br>9. Helen Zia and a generation of women Asian Pacific American organizers and leaders<br>10. Shirley Chisolm, Bella Abzug, Geraldine Ferraro, Kamala Harris, Barbara Lee, Elizabeth Warren, Hillary Clinton and a new generation of women elected leaders<br>5. Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.<br>1. Sherover-Marcuse, Boggs, Lipsky and others on the effects of segregation, subordination, and |
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**Changed Field****Current Version****Proposed Version**

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| cooptation on the development and sustenance of a consciousness and social protest.  | cooptation on the development and sustenance of a consciousness and social protest.  |
| 2. Lerner, Phetersen and others on common dominant and subordinate group reactions to oppression; e.g., resistance, internalized domination, internalized oppression.  | 2. Lerner, Phetersen and others on common dominant and subordinate group reactions to oppression; e.g., resistance, internalized domination, internalized oppression.  |
| 3. Comparison of variations in protest mentality among group members in the development, success, and/or failure of grassroots social movements.   | 3. Comparison of variations in protest mentality among group members in the development, success, and/or failure of grassroots social movements.   |
| 6. Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).  | 6. Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).  |
| 1. Gamson and others on appeasement versus resistance.   | 1. Gamson and others on appeasement versus resistance.   |
| 2. Ganz, Mc Adam, Cloward and Piven, Tarrow and others on the external and internal social conditions leading to success vs. failure of social movements (e.g., group strategic capacity, social network, political opportunity structure, and electoral and economic vulnerability of elites, cycles of innovation and dispersion.) | 2. Ganz, Mc Adam, Cloward and Piven, Tarrow and others on the external and internal social conditions leading to success vs. failure of social movements (e.g., group strategic capacity, social network, political opportunity structure, and electoral and economic vulnerability of elites, cycles of innovation and dispersion.) |
| 3. Coalition building and identity-based versus issue-based political organizing.  | 3. Coalition building and identity-based versus issue-based political organizing.  |
| 4. Service learning and civic engagement application of key social movement theories.  | 4. Service learning and civic engagement application of key social movement theories.  |
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Changed	Field	Current Version	Proposed Version
	<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>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	<b>Limitation(s) on Enrollment - Other:</b>	(Also listed as POLI D016.)	(Also listed as POLI D016.)
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

Curriculum Office			
Changed	Questions	Current Version	Proposed Version
	<b>Banner Start Term (202122)</b>	202122	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Division</b>	2SS	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	POLI 016; ICS 036	POLI 016; ICS 036
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value
!	<b>Banner Department</b>	POLI	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Cross-listed	Cross-listed
	<b>Cross-Listed/Related Course ID's</b>	POLI 16 (P); ICS 36 (C)	POLI 16 (P); ICS 36 (C)
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	11/08/2022	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>Noncredit Enhanced Funding Indicator</b>	N	No Value
	<b>In Service Indicator</b>	N	No Value
	<b>Sports/Physical Education Course Indicator</b>	N	No Value
	<b>COA Code</b>	C	No Value
	<b>Fund Code</b>	114000	No Value

Changed	Questions	Current Version	Proposed Version
!	Organization Code	239016	No Value
!	Account Code	1320	No Value
!	Program Code	210500	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid Updated. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid Updated. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

### Blue Form

Changed	Questions	Current Version	Proposed Version
	<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
	<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

### 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

Methods of Instruction: Discussions of assigned reading Assignment D: Students will carry out daily reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their service learning projects, as well as to the development, history, and social conditions of the movements studied.



**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

Assignment C: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter.

**Changed****Questions****Current Version****Proposed Version**

**Objective 3:  
Utilize MLA  
guidelines to  
format essays,  
cite sources,  
and compile a  
works cited  
page.**

No Value

No Value

**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value



**Objective 5:  
Distinguish,  
compare, and  
evaluate the  
multiplicity and  
ambiguity of  
perspectives.**

No Value

Assignment C: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter., Outline B.6: B. Identify and practice major methodologies of social science field research: 6. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.

**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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**ESL D261. and  
ESL D265., or  
ESL D461. and  
ESL D465., or  
eligibility for  
EWRT D001A or  
EWRT D01AH  
or ESL D005. If  
this is the  
requisite for the  
course,  
complete the  
objective(s)  
below. If this  
requisite is  
being removed,  
provide an  
explanation as  
to why.**

No Value

No Value

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**Objective 1:  
Create  
compositions  
about fiction  
and non-fiction  
texts from  
many cultural  
and social  
perspectives in  
a variety of  
genres.**

No Value

No Value

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**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or visual  
texts.**

No Value

No Value

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**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

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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

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**D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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**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

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**Objective 2:  
Investigate the use of mathematics in real world.**

No Value

No Value

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**Objective 3:  
Explore functions.**

No Value

No Value

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**Objective 4:  
Develop linear function models.**

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 5:**  
**Use systems of two linear equations to solve real world problems.**

No Value

No Value

**Objective 6:**  
**Use linear inequalities in one variable to solve real world problems.**

No Value

No Value

**Objective 7:**  
**Examine exponential expressions and develop exponential function models.**

No Value

No Value

**Objective 8:**  
**Examine logarithmic expressions and develop logarithmic function models.**

No Value

No Value

**Objective 9:**  
**Develop quadratic function models to solve problems.**

No Value

No Value

**Objective 10:**  
**Investigate the characteristics of rational expressions.**

No Value

No Value

**Objective 11:**  
**Develop skills to work with radical expressions.**

No Value

No Value

## E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

No Value

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**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 3:**  
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 4:**  
Develop linear function models to solve problems.

No Value

No Value

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**Objective 5:**  
Use systems of two linear equations to solve real-world problems.

No Value

No Value

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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

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**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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
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	<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
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### **F-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 2:**  
**Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

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**Objective 3:**  
**Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

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**Objective 4:**  
**Solve problems involving operations with signed numbers.**

No Value

No Value

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**Objective 5:**  
**Explore the characteristics and properties of real numbers.**

No Value

No Value

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**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

No Value

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**Objective 7:**  
**Explore rates and ratios and use proportions to solve problems.**

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 8:**  
Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

No Value

**Objective 9:**  
Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

No Value

**Objective 10:**  
Solve linear equations in one variable numerically and algebraically.

No Value

No Value

**Objective 11:**  
Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

No Value

**Objective 12:**  
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

## G-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

## H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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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

Outline A, E, F: A. Explore the nature of the social sciences as a disciplinary field. E. Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender. F. Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).

**Changed****Questions****Current Version****Proposed Version**

**Criteria 2:  
Foster oral and  
written  
communication  
and  
collaborative  
exercises. Note  
that this criteria  
has three  
separate  
pieces: oral  
communication,  
written  
communication,  
and  
collaborative  
exercises.  
(ONLY using the  
Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite, copy  
and paste the  
area  
referenced.)**

No Value

Oral: Assignments B: Oral: Students will participate in class discussions, in small problem solving groups, in listening partnerships, and make oral presentations based on their service learning, and/or other class assignments. Students may also carry out interview assignments as part of research projects. Written: Assignments C: Written: Students will complete some combination of the following: weekly homework questions, journal entries, short papers, term papers, mid-term and/or final essay exams. Students will write a minimum of 2500 words during the quarter. Collaboration: Methods of Instruction: Collaborative learning and small group exercises, Collaborative projects



**Criteria 3:  
Stimulate  
critical thinking.  
(ONLY using the  
Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite, copy  
and paste the  
area  
referenced.)**

No Value

Methods of Evaluation C: Midterm exams that requires students to summarize, integrate, and critically analyze and apply concepts examined throughout the course.

**Changed****Questions****Current Version****Proposed Version**

**Criteria 4:**  
**Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

Outline C.4.: The course may use one or more of the movements from the list below as a point of comparison and contrast: women's liberation movement (white feminists and feminists of color); Working class/labor movement (labor's decline, diversification and resurgence); the disability rights movement; the gay/lesbian rights movement. the peace movement; the immigrants rights movement the anti-nuclear power movement; the animal rights movement; the New Right and 'family values' movement; the community organizing movement; the conservative evangelical Christian movement; the progressive electoral movement; the pro-gun movement; the anti-choice movement; the anti-immigrant and nativist movement; the white supremacist movement; the 'conservative populist' anti-tax movement. the "Tea Party" phenomenon the "Occupy" or "99%" Movement



**Criteria 5:**  
**Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

Outline F: Comparing and appraising the contemporary and historical micro and macro social dynamics in which social movements characteristically operate (with specific attention to issues of ethnicity, race, class, ecology and gender).

Changed	Questions	Current Version	Proposed Version
	<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	<p>Assignments A: Field Research and Participant Observation: Students will choose an individual or group service learning project related to course content at the beginning of the term.</p>

#### De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b></p>	No Value	No Value
	<p><b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b></p>	No Value	<p>Outline C.5.: Investigate key events and experiences of major social protest movements since the 1960's - the environmental movement</p>



**Changed****Questions****Current Version****Proposed Version**

**Criteria 3:  
Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value



**Criteria 4:  
Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

Outline E: Examine, appraise, and compare factors leading to the development of social protest consciousness in social protest movements since the 1960's with specific attention to issues of ethnicity, race, class, ecology and gender.



**Criteria 5:  
Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.**

No Value

Outline B.7.: B. Identify and practice major methodologies of social science field research. 7. Use service learning and civic engagement opportunities to explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.

**Comments**

**Changed Questions Current Version Proposed Version**

**Stage 2: Department Chair** No Value No Value

**!** **Stage 3: Division Curriculum Representative** No Value **Name - Date Role OR Tab** **Part - Field** **Type of Edit** **Initiator - Indicate Edit "Y" When Completed**  
 05/01 R. Gabriel /Course Dep Rep Description Needs complete sentence

**Stage 4: Division Dean** No Value No Value

<b>!</b> <b>Stage 5: SLO Coordinator</b>	No Value	<b>DATE</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
		5/16/2024 & 5/17/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1 - 3	Required	Change the CSLO so that the words "Student will" are removed and the statement begins with a Bloom's Taxonomy verb. Suggestion: "Investigate and identify key events and experiences of major social protest movements since the 1960's.." and similarly for CSLO #2 and #3.	

Changed	Questions	Current Version	Proposed Version					
!	Stage 7: Content Review Matrix Liaison	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Type of Field Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>	
			5/21/24	Zack JudsonA	Matrix Required	Please complete Matrix A for your English advisory Good Work. Please include a brief summary of the skills/assignments/activities listed.	- zj 6/4/24	
			6/12/24	Zack JudsonA	Matrix Required			
!	Stage 8: AVP - Instruction	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>
			9/20/24	Gabriela Nocito	Specifications - Suggested Reading List for AVPI	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	
!	Stage 9: Articulation Officer	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</b>
			09/23/2024	Specifications	Primary Texts	Required	Must have at least one book published within 7 years of the start date of the course (2018 for Fall 2025 term)	
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: 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>	ICSD036.
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000549701
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## Articulation

Changed	Field	Current Version
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
09/30/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	CSLOs
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

<b>Section</b>	<b>Changed field</b>
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	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
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 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.)
De Anza GE - ESGC Form	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.
De Anza GE - ESGC Form	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.
De Anza GE - ESGC Form	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?

**Section****Changed field**

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?

**General Information****Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• Erik Woodbury

• James Nguyen

**Course ID  
(CB01A and  
CB01B)**

POLID017.

POLID017.

**Course Control  
Number**

CCC000535080

CCC000535080

**Course Title  
(CB02)**Grassroots Democracy: Leadership and  
PowerGrassroots Democracy: Leadership and  
Power**Short Course  
Title**

GRSRTS DEMOC: LDRSHP &amp; POWER

GRSRTS DEMOC: LDRSHP &amp; POWER

**TOP Code  
(CB03)**

2201.20

2201.20 American Studies

**CIP Code**American/United States  
Studies/Civilization05.0102 American/United States  
Studies/Civilization**Department**

POLI - Political Science

POLI - Political Science

**Effective Term**




Fall 2023

Fall ~~2023~~ 2025**SAM Priority  
Code (CB09)**



Non-Occupational

Non-Occupational



Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Applied and theoretical training for students of social justice, this course is a multidisciplinary exploration of social change and popular democratic action with a focus on the meaning and development of political power in modern democracies. Topics to be explored include: gender and race sensitive approaches to leadership style, institutional and mass forums for civic engagement, mass recruitment and mobilization, consciousness development, democratic ethics, and strategic and tactical action.	<del>Applied-</del> <u>This course provides both applied</u> and theoretical training for students of social justice, <del>this course is justice. It serves as</del> a multidisciplinary exploration of social change and popular democratic <del>action-</del> <u>action,</u> with a <u>specific</u> focus on <u>understanding</u> the meaning and development of political power in modern democracies. <del>Topics to be explored include:-</del> <u>This course will explore</u> gender and <del>race sensitive-</del> <u>race-sensitive</u> approaches to leadership style, <u>the utilization of</u> institutional and mass forums for civic engagement, <u>strategies for</u> mass recruitment and mobilization, consciousness development, democratic ethics, and strategic and tactical action.
	<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>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>Political Science</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 - POLITICAL SCIENCE</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 meets a general education requirement for De Anza, CSUGE and IGETC. This course is UC and CSU transferable and belongs on the Leadership and Social Change Certificate of Achievement. This course provides an interdisciplinary, multicultural and gendered view of democratic grassroots leadership and power in the United States. It helps our students prepare to live in a multicultural society while also providing them with the practical and analytical tools needed to engage in effective citizenship on these issues.	This course meets a general education requirement for De <del>Anza, CSUGE- Anza</del> and <del>IGETC- Cal-GETC.</del> This course is UC and CSU transferable and belongs on the Leadership and Social Change Certificate of Achievement. This course provides an interdisciplinary, multicultural and gendered view of democratic grassroots leadership and power in the United States. It helps our students prepare to live in a multicultural society while also providing them with the practical and analytical tools needed to engage in effective citizenship on these issues.

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

## Course Philosophy

Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

## 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
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	Does the course have a Foothill equivalent?	No	No
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### CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No value	<u>No</u>
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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 value	<u>Yes - don't forget to duplicate the revisions in the honors/non-honors course</u>
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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 value	<u>No</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 value	<u>Yes - complete the cross-listed form</u>
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### 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	

### Associated Programs

**Changed Field****Current Version****Proposed Version****Course is part of a program**

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

**Changed Field****Current Version****Proposed Version**

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** IGETC

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** Associate in Arts in Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Changed Field****Current Version****Proposed Version**

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Leadership and Social Change

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Associated Program** Leadership and Social Change

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version**

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved



**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDY - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDY - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	IGETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	Cal-GETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>
-	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



<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Speciality Hours</b>	No value	No value

### Credit / Non-Credit Options

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction**

- Lecture and visual aids
- Discussion of assigned reading
- Discussion and problem solving performed in class
- In-class exploration of Internet sites
- Quiz and examination review performed in class
- Homework and extended projects
- Field observation and field trips
- Guest speakers
- Collaborative learning and small group exercises
- Collaborative projects
- Civic
- Engagement/Service Learning Project
- Assignments

**Methods of Instruction**

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- Lecture and visual aids
- Discussion of assigned reading
- Discussion and problem solving performed in class
- In-class exploration of Internet sites
- Quiz and examination review performed in class
- Homework and extended projects
- Field observation and field trips
- Guest speakers
- Collaborative learning and small group exercises
- Collaborative projects
- Civic
- Engagement/Service Learning Project
- Assignments

**Assignments**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group civic engagement or service learning project at the beginning of the term. This will entail engagement in and observation of some effort to exercise democratic control over local political, social, educational, or economic conditions.</li> <li>2. Verbal: Students will make oral presentations based on their participant observations and their discussions carried out in pairs and small working groups. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.</li> <li>5. Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students</li> </ol> | <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group civic engagement or service learning project at the beginning of the term. This will entail engagement in and observation of some effort to exercise democratic control over local political, social, educational, or economic conditions.</li> <li>2. Verbal: Students will make oral presentations based on their participant observations and their discussions carried out in pairs and small working groups. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.</li> </ol> |
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will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.

5. Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.

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1. Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course.
2. The class requires 12 hours of community engagement and reflection on that engagement.
3. Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course.
4. Group collaborative learning assignments that will assess student's ability to develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among

**Methods  
of  
Evaluation**

1. Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course.
2. The class requires 12 hours of community engagement and reflection on that engagement.
3. Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course.
4. Group collaborative learning assignments that will assess student's ability to develop



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other learning goals for the course.

5. Self-Assessment and Peer Assessment tools of grassroots leadership skills that assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

6. Weekly journal, homework or note-taking assignment that will assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

7. Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of

models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among other learning goals for the course.

5. Self-Assessment and Peer Assessment tools of grassroots leadership skills that assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

6. Weekly journal, homework or note-taking assignment that will assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study

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critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.

and the practice of democratic group leadership, among other learning goals for the course.

7. Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
<b>!</b>	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None.</li></ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None</li></ul>



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Bill Lofy & Wellstone Action, Politics the Wellstone Way (Minneapolis: University of MN Press, 2005)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Lofy & Wellstone Action, Politics the Wellstone Way (Minneapolis: University of MN Press, 2005)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marcy Levy Shankman & Scott J. Allen, Emotionally Intelligent Leadership: a Guide for College Students (San Francisco: Jossey-Bass, 2008)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marcy Levy Shankman & Scott J. Allen, Emotionally Intelligent Leadership: a Guide for College Students (San Francisco: Jossey-Bass, 2008)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	James Kouzes & Barry Posner, Five Practices of Exemplary Student Leadership and on-line inventory (San Francisco: Jossey-Bass, 2006)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	James Kouzes & Barry Posner, Five Practices of Exemplary Student Leadership and on-line inventory (San Francisco: Jossey-Bass, 2006)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value

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<b>Author</b>	Joan Minieri & Paul Getsos, Tools for Radical Democracy (San Francisco: John Wiley & Sons, 2007)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Joan Minieri & Paul Getsos, Tools for Radical Democracy (San Francisco: John Wiley & Sons, 2007)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Emotional Intelligence for the Modern Leader: A Guide to Cultivating Effective Leadership and Organizations
<b>Author</b>	Christopher D. Connors
<b>Publisher</b>	Callisto Press
<b>Date/Edition</b>	May 19, 2020
<b>ISBN</b>	ISBN-13: 978-1646040241

<b>Title</b>	Righteous Troublemakers: Untold Stories of the Social Justice Movement in America Kindle Edition
<b>Author</b>	Al Sharpton
<b>Publisher</b>	Hanover Square Press
<b>Date/Edition</b>	2022
<b>ISBN</b>	ISBN-13: 978-1335449495

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**Suggested Reading List**

No value

**Reading List** Michael Jacoby Brown, Building Powerful Community Organizations: A Personal Guide to Creating Groups that Can Solve Problems and Change the World (Chicago: Long Haul Press, 2007)

**May include, but are not limited to** No value

**Reading List** Paulo Freire, Pedagogy of the Oppressed (New York: Continuum, 1983).

**May include, but are not limited to** No value

**Reading List** Marshall B. Rosenberg PhD and Deepak Chopra, Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships(Puddledancer Press, 2015).

**May include, but are not limited to** No value

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**Reading List** Pam Roby, *Creating a Just World: Leadership for the Twenty-First Century* (Seattle: Rational Island Publishers, 1998).

**May include, but are not limited to** No value

**Reading List** Erica Sherover-Marcuse, "Liberation Theory: Axioms and Working Assumptions about the Perpetuation of Social Oppression," in Nicky Gonzalez Yuen, ed., *The Politics of Liberation* (second edition), (Dubuque, IA: Kendall/Hunt, 1996).

**May include, but are not limited to** No value

**Reading List** Sidney Tarrow, *Struggling to Reform: Social Movements and Policy Change During Cycles of Protest* (Working Paper no. 1 of the project on Social Protest and Policy Innovation at Cornell University, January 1982).

**May include, but are not limited to** No value



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**Reading List** Robert Weiss, Learning from Strangers: the Art and Method of Qualitative Interview Studies (New York: The Free Press, 1994).

**May include, but are not limited to** No value

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</li> <li>• Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</li> <li>• Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.</li> <li>• Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.</li> <li>• Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.</li> <li>• Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.</li> <li>• Analyze the histories of social movements and how they have obtained their goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</li> <li>• Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</li> <li>• Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.</li> <li>• Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.</li> <li>• Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.</li> <li>• Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.</li> <li>• Analyze the histories of social movements and how they have obtained their goals.</li> </ul>



CSLOs

**CSLOs** Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.

**Expected SLO Performance** 0.0

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**Expected SLO Performance** 0.0

**CSLOs** Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

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**Proposed Version**

<b>CSLOs</b>	Develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.
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<b>Expected SLO Performance</b>	0.0
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<b>CSLOs</b>	Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.
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<b>Expected SLO Performance</b>	0.0
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<b>CSLOs</b>	Demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.
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<b>Expected SLO Performance</b>	0.0
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**Course Outline**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Content</b></p>	<ol style="list-style-type: none"> <li>1. Explore the nature of the social sciences as a disciplinary field.               <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:                   <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups;</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of reproductive rights, family, work, beauty images, the mass</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Explore the nature of the social sciences as a disciplinary field.               <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:                   <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups;</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of reproductive rights, family, work, beauty images, the mass</li> </ol> </li> </ol> </li> </ol>

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| media, and social movements; and   | media, and social movements; and   |
| 3. a multi-faceted discipline including such diverse perspectives as:  | 3. a multi-faceted discipline including such diverse perspectives as:  |
| 1. liberal feminism  | 1. liberal feminism  |
| 2. socialist feminism  | 2. socialist feminism  |
| 3. ecofeminism   | 3. ecofeminism   |
| 4. radical feminism  | 4. radical feminism  |
| 5. multisystems feminism   | 5. multisystems feminism   |
| 2. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.   | 2. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.   |
| 1. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.  | 1. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.  |
| 2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.   | 2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.   |
| 3. Explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.                      | 3. Explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.                      |
| 4. Engage in Social Science field work methodologies to observe and/or participate in potentially effective public policies and inter-personal strategies to enhance the emergence and development of grassroots leadership. | 4. Engage in Social Science field work methodologies to observe and/or participate in potentially effective public policies and inter-personal strategies to enhance the emergence and development of grassroots leadership. |
| 3. Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.  | 3. Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.  |
| 1. Examine the meaning and uses of leadership and power,   | 1. Examine the meaning and uses of leadership and power,   |

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| the student's and other people's, in multiple contexts.<br>2. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements.<br>3. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions.<br>4. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising. | the student's and other people's, in multiple contexts.<br>2. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements.<br>3. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions.<br>4. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising. |
| 4. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.<br>1. Identify and compare diverse individual and group behavior patterns and political/cultural ideologies that lead to and frame individual and group experiences of grassroots leadership, paying particular attention to issues of gender, race and social class.<br>2. Identify and compare common dominant and subordinate group reactions to the emergence of grassroots leadership: e.g., resistance, acceptance,  | 4. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.<br>1. Identify and compare diverse individual and group behavior patterns and political/cultural ideologies that lead to and frame individual and group experiences of grassroots leadership, paying particular attention to issues of gender, race and social class.<br>2. Identify and compare common dominant and subordinate group reactions to the emergence of grassroots leadership: e.g., resistance, acceptance,  |

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| cultural patterns of "internalized domination"and "internalized oppression," internal and external attacks on leaders, feelings of efficacy versus feelings of powerlessness, etc, paying particular attention to issues of gender, race and social class. | cultural patterns of "internalized domination"and "internalized oppression," internal and external attacks on leaders, feelings of efficacy versus feelings of powerlessness, etc, paying particular attention to issues of gender, race and social class. |
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| 3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc) | 3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc) |
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| 5. Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture. | 5. Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture. |
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| 1. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism. | 1. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism. |
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| 2. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership. | 2. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership. |
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| 3. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration | 3. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration |
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| status, disability, religion (or absence thereof), etc).<br>4. Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.<br>6. Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.<br>1. Develop and explore critical thinking and planning skills as a core component of grassroots leadership development.<br>2. Use and assess "listening partnerships," "dyadic relationships," or other forms of "narrative partnerships" to listen to, comprehend, and communicate cognitive and affective experiences relating to the course material (see, for example, Weissglass's "constructivist listening" groups, Jackins' "sessions" or Roby's "dyads").<br>3. Use and assess essential skills of emotionally intelligent and critically thoughtful grassroots leadership including but not limited to: development and communication of a vision for one's community and world; development and nurturing of human relationships that foster caring communities and cooperative action; self-reflection and emotional insight; the communication and use of democratic ethics.<br>7. Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership. | status, disability, religion (or absence thereof), etc).<br>4. Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.<br>6. Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.<br>1. Develop and explore critical thinking and planning skills as a core component of grassroots leadership development.<br>2. Use and assess "listening partnerships," "dyadic relationships," or other forms of "narrative partnerships" to listen to, comprehend, and communicate cognitive and affective experiences relating to the course material (see, for example, Weissglass's "constructivist listening" groups, Jackins' "sessions" or Roby's "dyads").<br>3. Use and assess essential skills of emotionally intelligent and critically thoughtful grassroots leadership including but not limited to: development and communication of a vision for one's community and world; development and nurturing of human relationships that foster caring communities and cooperative action; self-reflection and emotional insight; the communication and use of democratic ethics.<br>7. Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership. |
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Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> <li>1. Explore the essential role of subjective interpretation, varying perspectives, and difference inherent in democratic societies.</li> <li>2. Critically assess and practice the art of compromise and balance in grassroots leadership while attending to the importance of maintaining an ethical core.</li> </ol> <p>8. Analyze the histories of social movements and how they have obtained their goals.</p> <ol style="list-style-type: none"> <li>1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.</li> <li>2. Investigate the history of and methods used by civil rights and cultural identity movements of US people of color in the twentieth century</li> <li>3. Investigate the history of and methods used by anti-colonial and anti-capitalism movements around the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore the essential role of subjective interpretation, varying perspectives, and difference inherent in democratic societies.</li> <li>2. Critically assess and practice the art of compromise and balance in grassroots leadership while attending to the importance of maintaining an ethical core.</li> </ol> <p>8. Analyze the histories of social movements and how they have obtained their goals.</p> <ol style="list-style-type: none"> <li>1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.</li> <li>2. Investigate the history of and methods used by civil rights and cultural identity movements of US people of color in the twentieth century</li> <li>3. Investigate the history of and methods used by anti-colonial and anti-capitalism movements around the world.</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>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the cross-listed course(s.) (Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the cross-listed course(s.) (Not open to students with credit in the Honors Program related course.)
	<b>Limitation(s) on Enrollment - Other:</b>	(Also listed as ICS D027.)	(Also listed as ICS D027.)
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2SS	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	POLI 017; ICS 027	POLI 017; ICS 027
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Department</b>	POLI	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Cross-listed	Cross-listed
	<b>Cross-Listed/Related Course ID's</b>	POLI 17 (P); ICS 27 (C)	POLI 17 (P); ICS 27 (C)
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	11/08/2022	11/08/2022
!	<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

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239002	No Value
!	Account Code	1320	No Value
!	Program Code	220100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid added. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid added. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>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
❗	<p><b>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</b></p>	No Value	<p>Methods of Instruction: Discussion of Readings Assignment D: Reading: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.</p>
❗	<p><b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b></p>	No Value	<p>Assignment C: Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter. Methods of Evaluation C: Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course. Methods of Evaluation G: Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.</p>



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	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	<p>Assignment C: Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter. Outline B.2.: B. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation: 2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</p>

**B-Matrix Form**

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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
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### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</b> Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	<b>Objective 9:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	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



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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

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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

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### G-Matrix Form

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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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

Outline Sections A-E A: Explore the nature of the social sciences as a disciplinary field. B: Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation. C: Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements. D: Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated. E: Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.


Changed	Questions	Current Version	Proposed Version
<p><b>!</b></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>	<p>No Value</p>	<p>Methods of Evaluation C: Oral Communication: Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course. Methods of Evaluation A: Written Communication: Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course. Methods of Evaluation D: Collaborative: Group collaborative learning assignments that will assess student's ability to develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among other learning goals for the course.</p>
<p><b>!</b></p>	<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>	<p>No Value</p>	<p>Assignments E: Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.</p>

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	<p>Course Outline E: Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration status, disability, religion (or absence thereof), etc). Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.</p>




Changed	Questions	Current Version	Proposed Version
	<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>	<p>No Value</p>	<p>Course Outline C: Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements. Examine the meaning and uses of leadership and power, the student's and other people's, in multiple contexts. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising.</p>
	<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>	<p>No Value</p>	<p>Methods of Evaluation B: The class requires 12 hours of community engagement and reflection on that engagement.</p>

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
!	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	Outline D.3.: D. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated. 3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc)
!	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	Outline H.1.: H. Analyze the histories of social movements and how they have obtained their goals. 1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</b>	No Value	Outline H.1.: H. Analyze the histories of social movements and how they have obtained their goals. 1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.

**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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Initiator - Indicate Edit "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/1/24</td> <td>R. Gabriel /Course Dep Rep</td> <td>Description</td> <td>Needs to be a complete sentence</td> <td>Y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate Edit "Y" When Completed	5/1/24	R. Gabriel /Course Dep Rep	Description	Needs to be a complete sentence	Y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate Edit "Y" When Completed									
5/1/24	R. Gabriel /Course Dep Rep	Description	Needs to be a complete sentence	Y									
	<b>Stage 4: Division Dean</b>	No Value	No Value										

Changed Questions Current Version Proposed Version



Stage 5: SLO Coordinator

No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/15/2024 & 5/17/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1, 2, 3	Required	Change the CSLO so that the words "Student will" are removed and the statement begins with a Bloom's Taxonomy verb. Suggestion: "Develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations."	



Stage 7: Content Review Matrix Liaison

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/24	Zack JudsonA	Matrix	Required	Please complete Matrix A for your English advisory Good Work. Please include a brief summary of the skills/assignments/activities listed.	incomplete - zj 6/4/24
6/12/24	Zack JudsonA	Matrix	Required		

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Part - Field Tab		Type of Edit	Edit	
			9/20/24	Gabriela Nocito Specifications - Suggested for AVPI Reading List		Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	
!	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			09/23/2024	Specifications	Primary Texts	Required	Must have at least one book published within 7 years of the start date of the course (2018 for Fall 2025 term) You may want to avoid saying "various topics" in the third paragraph. Courses with variable topics are automatically rejected for UC general education, and while it is clear to me that this is not a variable-topic course, I do not want to give them any cause to reject it should it be re-reviewed in the future.	
			09/23/2024	Basic Course Information	Course Description	Suggested		

Changed	Questions	Current Version	Proposed Version
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	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
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	<b>Stage 14: Curriculum Committee</b>	No Value	No Value
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### Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	<b>Curriculum ID</b>	POLID017.
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000535080
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### Articulation

Changed	Field	Current Version
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	<b>Course Crosswalk CRS- DEPT-NAME</b>	
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS- NUMBER</b>	
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De Anza College  
**Change Report**  
09/30/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	CSLOs
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






<b>Section</b>	<b>Changed field</b>
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	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
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 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
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.)



<b>Section</b>	<b>Changed field</b>
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 - ESGC Form	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.
De Anza GE - ESGC Form	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.
De Anza GE - ESGC Form	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Comments	Stage 9: Articulation Officer
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?

## General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Erik Woodbury	• James Nguyen
	Course ID (CB01A and CB01B)	POLID017H	POLID017H
	Course Control Number	CCC000569380	CCC000569380
	Course Title (CB02)	Grassroots Democracy: Leadership and Power - HONORS	Grassroots Democracy: Leadership and Power - HONORS
	Short Course Title	GRSRTS DEMO:LDRSHP/PWR - HONOR	GRSRTS DEMO:LDRSHP/PWR - HONOR
	TOP Code (CB03)	2201.20	2201.20 American Studies
	CIP Code	American/United States Studies/Civilization	05.0102 American/United States Studies/Civilization
	Department	POLI - Political Science	POLI - Political Science
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Applied and theoretical training for students of social justice, this course is a multidisciplinary exploration of social change and popular democratic action with a focus on the meaning and development of political power in modern democracies. Topics to be explored include: gender and race sensitive approaches to leadership style, institutional and mass forums for civic engagement, mass recruitment and mobilization, consciousness development, democratic ethics, and strategic and tactical action. As an honors course the students will be expected to complete extra assignments to gain deeper insight into the issues raised in this class.	<del>Applied-</del> <u>This course provides applied</u> and theoretical training for students of social justice, <del>this course is-</del> <u>justice. It serves as</u> a multidisciplinary exploration of social change and popular democratic <del>action</del> <u>action,</u> with a <u>specific</u> focus on <u>understanding</u> the meaning and development- <u>evolution</u> of political power in modern democracies. <del>Topics to be explored include-</del> <u>This course will examine</u> gender and <del>race sensitive-</del> <u>race-sensitive</u> approaches to leadership style, <u>the utilization of</u> institutional and mass forums for civic engagement, <u>strategies for</u> mass recruitment and mobilization, consciousness development, democratic ethics, and strategic and tactical <del>action-</del> <u>action.</u> <del>Furthermore, as</del> <u>an honors course the-</u> <u>course,</u> students <del>will be-</del> <u>are</u> expected to complete <del>extra-</del> <u>additional</u> assignments <del>to gain-</del> <u>aimed at gaining</u> deeper insight into the issues raised <del>in this-</del> <u>throughout the</u> class.
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	No value	<ul style="list-style-type: none"> <li>• Online</li> <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>• Political Science</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 - POLITICAL SCIENCE</li> </ul>

### Formerly Statement

Changed	Field	Current Version	Proposed Version
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	<b>Formerly Statement</b>	No value	
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### Course Justification

Changed	Field	Current Version	Proposed Version
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	<b>Course Justification</b>	<p>This course meets a general education requirement for De Anza, CSUGE and IGETC. This course is UC and CSU transferable and belongs on the Leadership and Social Change Certificate of Achievement. This course provides an interdisciplinary, multicultural and gendered view of democratic grassroots leadership and power in the United States. It helps our students prepare to live in a multicultural society while also providing them with the practical and analytical tools needed to engage in effective citizenship on these issues. This course is the honors version and as a result includes more advanced assessments and assignments.</p>	<p>This course meets a general education requirement for De Anza, <del>CSUGE</del> <u>Anza</u> and <del>IGETC</del> <u>Cal-GETC</u>. This course is UC and CSU transferable and belongs on the Leadership and Social Change Certificate of Achievement. This course provides an interdisciplinary, multicultural and gendered view of democratic grassroots leadership and power in the United States. It helps our students prepare to live in a multicultural society while also providing them with the practical and analytical tools needed to engage in effective citizenship on these issues. This course is the honors version and as a result includes more advanced assessments and assignments.</p>
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### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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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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### 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

**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>Yes - don't forget to duplicate the revisions in the honors/non-honors course</u>

**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
!	<b>Is this a mirrored credit/noncredit course?</b>	No value	<u>No</u>

**Cross-listed Course**

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Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	No value	<u>Yes - complete the cross-listed form</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	

### Associated Programs

**Changed Field****Current Version****Proposed Version****Course is part of a program**

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Social Justice Studies: General Studies for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Political Science for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)



**Changed Field****Current Version****Proposed Version****Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Associate in Arts in Sociology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Associate in Arts in Sociology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Changed Field****Current Version****Proposed Version**

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Leadership and Social Change

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Associated Program** Leadership and Social Change

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version**

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved



**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDY - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDY - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	IGETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	Cal-GETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>
-	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	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
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Speciality Hours</b>	No value	No value

#### **Credit / Non-Credit Options**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Discussion and problem solving performed in class  
 In-class exploration of Internet sites  
 Quiz and examination review performed in class  
 Homework and extended projects  
 Field observation and field trips  
 Guest speakers  
 Collaborative learning and small group exercises  
 Collaborative projects  
 Civic  
 Engagement/Service Learning Project  
 Assignments

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Discussion and problem solving performed in class  
 In-class exploration of Internet sites  
 Quiz and examination review performed in class  
 Homework and extended projects  
 Field observation and field trips  
 Guest speakers  
 Collaborative learning and small group exercises  
 Collaborative projects  
 Civic  
 Engagement/Service Learning Project  
 Assignments

**Assignments**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group civic engagement or service learning project at the beginning of the term. This will entail engagement in and observation of some effort to exercise democratic control over local political, social, educational, or economic conditions.</li> <li>2. Verbal: Students will make oral presentations based on their participant observations and their discussions carried out in pairs and small working groups. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.</li> <li>5. Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students</li> </ol> | <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group civic engagement or service learning project at the beginning of the term. This will entail engagement in and observation of some effort to exercise democratic control over local political, social, educational, or economic conditions.</li> <li>2. Verbal: Students will make oral presentations based on their participant observations and their discussions carried out in pairs and small working groups. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.</li> </ol> |
|---|---|



**Changed Field****Current Version****Proposed Version**

- will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.
6. The honors project assignment will include one of the following
1. Written research project (10-15 pages)
  2. Participation in honors study group of at least 8 hours plus a reflection on each study group session
  3. An extra 10 hours of civic engagement work plus answers to extra reflection questions

5. Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.
6. The honors project assignment will include one of the following
1. Written research project (10-15 pages)
  2. Participation in honors study group of at least 8 hours plus a reflection on each study group session
  3. An extra 10 hours of civic engagement work plus answers to extra reflection questions

**Changed** **Field**

**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation

**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course.
2. The class requires 12 hours of community engagement and reflection on that engagement.
3. Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course.
4. Group collaborative learning assignments that will assess student's ability to develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among

**Methods  
of  
Evaluation**

1. Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course.
2. The class requires 12 hours of community engagement and reflection on that engagement.
3. Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course.
4. Group collaborative learning assignments that will assess student's ability to develop

**Changed Field****Current Version****Proposed Version**

other learning goals for the course.

5. Self-Assessment and Peer Assessment tools of grassroots leadership skills that assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

6. Weekly journal, homework or note-taking assignment that will assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

7. Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of

models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among other learning goals for the course.

5. Self-Assessment and Peer Assessment tools of grassroots leadership skills that assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

6. Weekly journal, homework or note-taking assignment that will assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study

**Changed Field**

**Current Version**

**Proposed Version**

critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.

8. For honors assignment, the paper or reflection will be evaluated for depth of analysis, critical thinking skills, and evidence that the student is making intellectual connections between themselves, the material we are studying as a class, and the work done for the honors assignment.

and the practice of democratic group leadership, among other learning goals for the course.

7. Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.

8. For honors assignment, the paper or reflection will be evaluated for depth of

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analysis, critical thinking skills, and evidence that the student is making intellectual connections between themselves, the material we are studying as a class, and the work done for the honors assignment.



**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>	Bill Lofy & Wellstone Action, Politics the Wellstone Way (Minneapolis: University of MN Press, 2005)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Lofy & Wellstone Action, Politics the Wellstone Way (Minneapolis: University of MN Press, 2005)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marcy Levy Shankman & Scott J. Allen, Emotionally Intelligent Leadership: a Guide for College Students (San Francisco: Jossey-Bass, 2nd edition 2015).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marcy Levy Shankman & Scott J. Allen, Emotionally Intelligent Leadership: a Guide for College Students (San Francisco: Jossey-Bass, 2nd edition 2015).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	James Kouzes & Barry Posner, "The Student Leadership Challenge: Five Practices for becoming an Exemplary Leader" (San Francisco: Jossey-Bass, 2nd edition 2014).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	James Kouzes & Barry Posner, "The Student Leadership Challenge: Five Practices for becoming an Exemplary Leader" (San Francisco: Jossey-Bass, 2nd edition 2014).
<b>Publisher</b>	No value

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<b>Title</b>	No value
<b>Author</b>	Joan Minieri & Paul Getsos, Tools for Radical Democracy (San Francisco: John Wiley & Sons, 2007)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Joan Minieri & Paul Getsos, Tools for Radical Democracy (San Francisco: John Wiley & Sons, 2007)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Emotional Intelligence for the Modern Leader: A Guide to Cultivating Effective Leadership and Organizations
<b>Author</b>	Christopher D. Connors
<b>Publisher</b>	Callisto Press
<b>Date/Edition</b>	May 19, 2020
<b>ISBN</b>	ISBN-13: 978-1646040241

<b>Title</b>	Righteous Troublemakers: Untold Stories of the Social Justice Movement in America
<b>Author</b>	Al Sharpton
<b>Publisher</b>	Hanover Square Press
<b>Date/Edition</b>	2022



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**ISBN**

ISBN-13: 978-  
1335449495



**Suggested Reading List**

No value

**Reading List** Julian Weissglass, Ripples of Hope: Building Relationships for Educational Change (Santa Barbara, CA: Center for Educational Change in Mathematics, 1998).

**May include, but are not limited to** No value

**Reading List** Paulo Freire, Pedagogy of the Oppressed (New York: Continuum, 1983).

**May include, but are not limited to** No value

**Reading List** Marshall B. Rosenberg PhD and Deepak Chopra, Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships(Puddledancer Press, 2015).

**May include, but are not limited to** No value

**Reading List** Pam Roby, Creating a Just World: Leadership for the Twenty-First Century (Seattle: Rational Island Publishers, 1998).

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**May include, but are not limited to** No value

**Reading List** Erica Sherover-Marcuse, "Liberation Theory: Axioms and Working Assumptions about the Perpetuation of Social Oppression," in Nicky Gonzalez Yuen, ed., *The Politics of Liberation* (second edition), (Dubuque, IA: Kendall/Hunt, 1996).

**May include, but are not limited to** No value

**Reading List** Sidney Tarrow, *Struggling to Reform: Social Movements and Policy Change During Cycles of Protest* (Working Paper no. 1 of the project on Social Protest and Policy Innovation at Cornell University, January 1982).

**May include, but are not limited to** No value

**Reading List** Robert Weiss, *Learning from Strangers: the Art and Method of Qualitative Interview Studies* (New York: The Free Press, 1994).

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**May** No value  
**include,**  
**but are**  
**not**  
**limited**  
**to**

**Learning Outcomes and Objectives**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Objectives</b></p>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</li> <li>• Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</li> <li>• Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.</li> <li>• Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.</li> <li>• Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.</li> <li>• Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.</li> <li>• Analyze the histories of social movements and how they have obtained their goals</li> <li>• Develop intellectual ownership of an issue in social change by working on an intensive project</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</li> <li>• Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</li> <li>• Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.</li> <li>• Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.</li> <li>• Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.</li> <li>• Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.</li> <li>• Analyze the histories of social movements and how they have obtained their goals</li> <li>• Develop intellectual ownership of an issue in social change by working on an intensive project</li> </ul>



CSLOs

**CSLOs** Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

**CSLOs** Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.

**Expected SLO Performance** 0.0

**CSLOs** Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.

**Expected SLO Performance** 0.0

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**CSLOs** Demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

**CSLOs** Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Develop models for understanding and evaluate effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.

**Expected SLO Performance** 0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
	<p><b>Course Content</b></p>	<ol style="list-style-type: none"> <li>1. Explore the nature of the social sciences as a disciplinary field.               <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:                   <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups;</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of reproductive rights, family, work, beauty images, the mass</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Explore the nature of the social sciences as a disciplinary field.               <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:                   <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups;</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of reproductive rights, family, work, beauty images, the mass</li> </ol> </li> </ol> </li> </ol>



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| <p>media, and social movements; and</p> <p>3. a multi-faceted discipline including such diverse perspectives as:</p> <ol style="list-style-type: none"><li>1. liberal feminism</li><li>2. socialist feminism</li><li>3. ecofeminism</li><li>4. radical feminism</li><li>5. multisystems feminism</li></ol> <p>2. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</p> <ol style="list-style-type: none"><li>1. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.</li><li>2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</li><li>3. Explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.</li><li>4. Engage in Social Science field work methodologies to observe and/or participate in potentially effective public policies and inter-personal strategies to enhance the emergence and development of grassroots leadership.</li></ol> <p>3. Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</p> <ol style="list-style-type: none"><li>1. Examine the meaning and uses of leadership and power,</li></ol> | <p>media, and social movements; and</p> <p>3. a multi-faceted discipline including such diverse perspectives as:</p> <ol style="list-style-type: none"><li>1. liberal feminism</li><li>2. socialist feminism</li><li>3. ecofeminism</li><li>4. radical feminism</li><li>5. multisystems feminism</li></ol> <p>2. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</p> <ol style="list-style-type: none"><li>1. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.</li><li>2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</li><li>3. Explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.</li><li>4. Engage in Social Science field work methodologies to observe and/or participate in potentially effective public policies and inter-personal strategies to enhance the emergence and development of grassroots leadership.</li></ol> <p>3. Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</p> <ol style="list-style-type: none"><li>1. Examine the meaning and uses of leadership and power,</li></ol> |
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| the student's and other people's, in multiple contexts.<br>2. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements.<br>3. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions.<br>4. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising. | the student's and other people's, in multiple contexts.<br>2. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements.<br>3. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions.<br>4. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising. |
| 4. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.<br>1. Identify and compare diverse individual and group behavior patterns and political/cultural ideologies that lead to and frame individual and group experiences of grassroots leadership, paying particular attention to issues of gender, race and social class.<br>2. Identify and compare common dominant and subordinate group reactions to the emergence of grassroots leadership: e.g., resistance, acceptance,  | 4. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.<br>1. Identify and compare diverse individual and group behavior patterns and political/cultural ideologies that lead to and frame individual and group experiences of grassroots leadership, paying particular attention to issues of gender, race and social class.<br>2. Identify and compare common dominant and subordinate group reactions to the emergence of grassroots leadership: e.g., resistance, acceptance,  |

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| cultural patterns of "internalized domination"and "internalized oppression," internal and external attacks on leaders, feelings of efficacy versus feelings of powerlessness, etc, paying particular attention to issues of gender, race and social class. | cultural patterns of "internalized domination"and "internalized oppression," internal and external attacks on leaders, feelings of efficacy versus feelings of powerlessness, etc, paying particular attention to issues of gender, race and social class. |
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| 3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc) | 3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc) |
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| 5. Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture. | 5. Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture. |
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|---|---|
| 1. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism. | 1. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism. |
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| 2. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership. | 2. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership. |
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| 3. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration | 3. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration |
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| status, disability, religion (or absence thereof), etc).<br>4. Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.<br>6. Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.<br>1. Develop and explore critical thinking and planning skills as a core component of grassroots leadership development.<br>2. Use and assess "listening partnerships," "dyadic relationships," or other forms of "narrative partnerships" to listen to, comprehend, and communicate cognitive and affective experiences relating to the course material (see, for example, Weissglass's "constructivist listening" groups, Jackins' "sessions" or Roby's "dyads").<br>3. Use and assess essential skills of emotionally intelligent and critically thoughtful grassroots leadership including but not limited to: development and communication of a vision for one's community and world; development and nurturing of human relationships that foster caring communities and cooperative action; self-reflection and emotional insight; the communication and use of democratic ethics.<br>7. Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership. | status, disability, religion (or absence thereof), etc).<br>4. Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.<br>6. Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.<br>1. Develop and explore critical thinking and planning skills as a core component of grassroots leadership development.<br>2. Use and assess "listening partnerships," "dyadic relationships," or other forms of "narrative partnerships" to listen to, comprehend, and communicate cognitive and affective experiences relating to the course material (see, for example, Weissglass's "constructivist listening" groups, Jackins' "sessions" or Roby's "dyads").<br>3. Use and assess essential skills of emotionally intelligent and critically thoughtful grassroots leadership including but not limited to: development and communication of a vision for one's community and world; development and nurturing of human relationships that foster caring communities and cooperative action; self-reflection and emotional insight; the communication and use of democratic ethics.<br>7. Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership. |
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**Changed Field****Current Version****Proposed Version**

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|  | <ol style="list-style-type: none"> <li>1. Explore the essential role of subjective interpretation, varying perspectives, and difference inherent in democratic societies.</li> <li>2. Critically assess and practice the art of compromise and balance in grassroots leadership while attending to the importance of maintaining an ethical core.</li> </ol> <p>8. Analyze the histories of social movements and how they have obtained their goals.</p> <ol style="list-style-type: none"> <li>1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.</li> <li>2. Investigate the history of and methods used by civil rights and cultural identity movements of US people of color in the twentieth century</li> <li>3. Investigate the history of and methods used by anti-colonial and anti-capitalism movements around the world.</li> </ol> <p>9. Develop intellectual ownership of an issue in social change by working on an intensive project</p> <ol style="list-style-type: none"> <li>1. Personal exploration of an area of specific concern to the student</li> <li>2. Analysis and reflection on the connections between an intensive project and the course materials.</li> </ol> | <ol style="list-style-type: none"> <li>1. Explore the essential role of subjective interpretation, varying perspectives, and difference inherent in democratic societies.</li> <li>2. Critically assess and practice the art of compromise and balance in grassroots leadership while attending to the importance of maintaining an ethical core.</li> </ol> <p>8. Analyze the histories of social movements and how they have obtained their goals.</p> <ol style="list-style-type: none"> <li>1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.</li> <li>2. Investigate the history of and methods used by civil rights and cultural identity movements of US people of color in the twentieth century</li> <li>3. Investigate the history of and methods used by anti-colonial and anti-capitalism movements around the world.</li> </ol> <p>9. Develop intellectual ownership of an issue in social change by working on an intensive project</p> <ol style="list-style-type: none"> <li>1. Personal exploration of an area of specific concern to the student</li> <li>2. Analysis and reflection on the connections between an intensive project and the course materials.</li> </ol> |
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**Lab Component in this Course**

No

No

**Lab Outline**

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>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the cross-listed course(s).) (Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the cross-listed course(s).) (Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	<b>Limitation(s) on Enrollment - Other:</b>	(Also listed as ICS D027H.)	(Also listed as ICS D027H.)
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value



## Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	<b>Banner Start Term (202122)</b>	202122	No Value
❗	<b>Banner Division</b>	2SS	No Value
❗	<b>Catalog Term (21-22)</b>	23-24	No Value
❗	<b>5 Year Revision Year (2021)</b>	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	POLI 017H; ICS 027H	POLI 017H; ICS 027H
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	POLI	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Honors	Honors
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed
	Cross-Listed/Related Course ID's	POLI 17H (P); ICS 27H (C)	POLI 17H (P); ICS 27H (C)
!	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>Noncredit Enhanced Funding Indicator</b>	N	No Value
!	<b>In Service Indicator</b>	N	No Value
!	<b>Sports/Physical Education Course Indicator</b>	N	No Value
!	<b>COA Code</b>	C	No Value
!	<b>Fund Code</b>	114000	No Value
!	<b>Organization Code</b>	239002	No Value
!	<b>Account Code</b>	1320	No Value
!	<b>Program Code</b>	220100	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Percent</b>	100	No Value
	<b>Curriculum Office Notes</b>	<ul style="list-style-type: none"> <li>• (mc-changed 5-yr rev yr from 2017 to 2018 per redistribution</li> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>• (mc-changed 5-yr rev yr from 2017 to 2018 per redistribution</li> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
	<b>Print/No Print to Catalog</b>	Yes	No Value
	<b>Checklist</b>	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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

### A-Matrix Form

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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

Methods of Instruction: Discussion of Readings Assignment D: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.

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**Changed****Questions****Current Version****Proposed Version**

**Objective 2:  
Compose  
essays drawn  
from personal  
experience and  
assigned texts.**

No Value

Assignment C: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter. Methods of Evaluation A: Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course. Methods of Evaluation G: Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course. Methods of Evaluation H: For honors assignment, the paper or reflection will be evaluated for depth of analysis, critical thinking skills, and evidence that the student is making intellectual connections between themselves, the material we are studying as a class, and the work done for the honors assignment.

**Objective 3:  
Utilize MLA  
guidelines to  
format essays,  
cite sources,  
and compile a  
works cited  
page.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:  
Create  
syntactically  
varied  
sentences that  
are free of  
mechanical  
errors.**

No Value

No Value



**Objective 5:  
Distinguish,  
compare, and  
evaluate the  
multiplicity and  
ambiguity of  
perspectives.**

No Value

Assignment C: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter. Outline B.2. B. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation: 2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.

### 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



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
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### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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:</b> Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	<b>Objective 9:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 10:</b> Investigate the characteristics of rational expressions.	No Value	No Value
	<b>Objective 11:</b> Develop skills to work with radical expressions.	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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.

No Value

No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value



**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

Not open to students with credit in POLI 17, ICS 27, or ICS 27H. Admission into this course requires consent of the Honors Program Coordinator. This is an honors course and is also listed as ICS 27H. Students may enroll in either department, but not both, for credit.

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

**Changed Questions****Current Version****Proposed Version**

**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

**De Anza GE Form****Changed Questions****Current Version****Proposed Version**

**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

Outline Sections A-E A: Explore the nature of the social sciences as a disciplinary field. B: Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation. C: Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements. D: Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated. E: Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.

Changed	Questions	Current Version	Proposed Version
<p><b>!</b></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>	<p>No Value</p>	<p>Methods of Evaluation C: Oral Communication: Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course.</p>
<p><b>!</b></p>	<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>	<p>No Value</p>	<p>Assignments E: Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.</p>

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	<p>Course Outline E: Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration status, disability, religion (or absence thereof), etc). Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.</p>

**Changed****Questions****Current Version****Proposed Version**

**Criteria 5:  
Provide global  
and historical  
context. (ONLY  
using the  
Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite, copy  
and paste the  
area  
referenced.)**

No Value


Course Outline C: Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements. Examine the meaning and uses of leadership and power, the student's and other people's, in multiple contexts. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising.

**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

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
!	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	Outline D.3.: D. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated. 3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc)
!	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	Outline H.1.: H. Analyze the histories of social movements and how they have obtained their goals. 1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</b>	No Value	Outline H.1.: H. Analyze the histories of social movements and how they have obtained their goals. 1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.

**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	<table border="1"> <thead> <tr> <th>Date</th> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Initiator - Indicate Edit "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>5/1/24</td> <td>R. Gabriel /Course Dep Rep</td> <td>Description</td> <td>Needs to be a complete sentence</td> <td>y</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate Edit "Y" When Completed	5/1/24	R. Gabriel /Course Dep Rep	Description	Needs to be a complete sentence	y
Date	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate Edit "Y" When Completed									
5/1/24	R. Gabriel /Course Dep Rep	Description	Needs to be a complete sentence	y									
	<b>Stage 4: Division Dean</b>	No Value	No Value										

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed
		No Value	Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	
!	Stage 5: SLO Coordinator		5/14/2024	Mary Pape - SLO Coordinator	CSLO #1 Required	SLO Outcome must begin with a Bloom's Taxonomy verb. Remove the words "Student will". Suggestion: "Demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.."	N
			5/14/2024	Mary Pape - SLO Coordinator	CSLO #2 Required	SLO Outcome must begin with a Bloom's Taxonomy verb. Remove the words "Student will".	N
			5/14/2024	Mary Pape - SLO Coordinator	CSLO #3 required	SLO Outcome must begin with a Bloom's Taxonomy verb. Remove the words "Student will".	N
			te				
			5/17/2024	Mary Pape - SLO Coordinator	CSLO #1 Required	SLO Outcome must begin with a Bloom's Taxonomy verb. Remove the word "Students". Suggestion: "Demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.."	
						If you have questions please contact me at papemary@fhda.edu. .	



Changed Questions Current Version Proposed Version

5/17/2024- Mary Pape CSLO Required SLO Outcome must begin with a Bloom's Taxonomy verb. Remove the word "Students".  
 Coordinator #2

5/17/2024- Mary Pape CSLO required SLO Outcome must begin with a Bloom's Taxonomy verb. Remove the word "Students".  
 Coordinator #3



Stage 7:  
Content  
Review Matrix  
Liaison

No  
Value

Date	Name - Role OR Tab	Part - Type of Field Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/24	Zack Judson	Matrix A	Required	Please complete Matrix A for your English advisory
5/21/24	zj	Matrix H	Required	Please complete Matrix H for your Honors limitation on enrollment
6/12/24	Zack Judson	Matrix A	Required	Good Work. Please include a brief summary of the skills/assignments/activities listed.



Stage 8: AVP -  
Instruction

No  
Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
9/20/24	Gabriela Nocito	Specifications - Suggested Reading List for AVPI	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	

Changed	Questions	Current Version	Proposed Version		Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
<b>!</b>	<b>Stage 9: Articulation Officer</b>	No Value	<b>Date</b>	<b>Tab</b>	<b>Primary Texts</b>	Required	<p><b>Must have at least one book published within 7 years of the start date of the course (2018 for Fall 2025 term)</b>            You may want to avoid saying "various topics" in the third paragraph. Courses with variable topics are automatically rejected for UC general education, and while it is clear to me that this is not a variable-topic course, I do not want to give them any cause to reject it should it be re-reviewed in the future</p>	
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value					
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value					

**Course Administration Codes**

Articulation occurs after course approval. The following fields will not show a Proposed Version.

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	POLID017H
	<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, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000569380

### 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**  
09/30/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	CSLOs
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

<b>Section</b>	<b>Changed field</b>
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	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
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 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.
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.)
De Anza GE - ESGC Form	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.
De Anza GE - ESGC Form	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.
De Anza GE - ESGC Form	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Comments	Stage 9: Articulation Officer
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?

**Section****Changed field**



Mirrored Credit/Noncredit Course




Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

**General Information**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Faculty Initiator</b>	• Erik Woodbury	• James Nguyen
	<b>Course ID (CB01A and CB01B)</b>	ICSD027H	ICSD027H
	<b>Course Control Number</b>	CCC000569381	CCC000569381
	<b>Course Title (CB02)</b>	Grassroots Democracy: Leadership and Power - HONORS	Grassroots Democracy: Leadership and Power - HONORS
	<b>Short Course Title</b>	GRSRTS DEMO:LDRSHP/PWR - HONOR	GRSRTS DEMO:LDRSHP/PWR - HONOR
	<b>TOP Code (CB03)</b>	2201.20	2201.20 American Studies
	<b>CIP Code</b>	American/United States Studies/Civilization	05.0102 American/United States Studies/Civilization
	<b>Department</b>	POLI - Political Science	POLI - Political Science
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Applied and theoretical training for students of social justice, this course is a multidisciplinary exploration of social change and popular democratic action with a focus on the meaning and development of political power in modern democracies. Topics to be explored include: gender and race sensitive approaches to leadership style, institutional and mass forums for civic engagement, mass recruitment and mobilization, consciousness development, democratic ethics, and strategic and tactical action. As an honors course the students will be expected to complete extra assignments to gain deeper insight into the issues raised in this class.	<del>Applied-</del> <u>This course offers both applied and theoretical training for students of social justice, this course is serving as a multidisciplinary exploration of social change and popular democratic action with a focus on action, particularly emphasizing the meaning and development of political power in within modern democracies. Topics to be explored include- <u>This course will examine gender and <del>race sensitive</del> race-sensitive approaches to leadership style, institutional and mass forums for civic engagement, strategies for mass recruitment and mobilization, consciousness development, democratic ethics, and strategic and tactical action. As action. Additionally, as an honors course the course,</u> students will be expected to complete extra assignments <del>to gain</del> <u>aimed at providing</u> deeper insight into the issues raised <del>in this</del> <u>within the</u> class.</u>
	<b>Course Type (CB27)</b>	No value	<ul style="list-style-type: none"> <li>• Lower Division</li> </ul>
	<b>Mode of Delivery</b>	No value	<ul style="list-style-type: none"> <li>• Online</li> <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>• Political Science</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 - POLITICAL SCIENCE</li> </ul>

### Formerly Statement



Changed	Field	Current Version	Proposed Version
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	<b>Formerly Statement</b>	No value	
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### Course Justification

Changed	Field	Current Version	Proposed Version
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	<b>Course Justification</b>	<p>This course meets a general education requirement for De Anza, CSUGE and IGETC. This course is UC and CSU transferable and belongs on the Leadership and Social Change Certificate of Achievement. This course provides an interdisciplinary, multicultural and gendered view of democratic grassroots leadership and power in the United States. It helps our students prepare to live in a multicultural society while also providing them with the practical and analytical tools needed to engage in effective citizenship on these issues. This course is the honors version and as a result includes more advances assessments and assignments.</p>	<p>This course meets a general education requirement for De <del>Anza, CSUGE- Anza</del> and <del>IGETC- Cal-GETC</del>. This course is UC and CSU transferable and belongs on the Leadership and Social Change Certificate of Achievement. This course provides an interdisciplinary, multicultural and gendered view of democratic grassroots leadership and power in the United States. It helps our students prepare to live in a multicultural society while also providing them with the practical and analytical tools needed to engage in effective citizenship on these issues. This course is the honors version and as a result includes more advances assessments and assignments.</p>
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### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	<b>Stand-Alone Statement</b>	No value	
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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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### 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

**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>Yes - don't forget to duplicate the revisions in the honors/non-honors course</u>

**Mirrored Credit/Noncredit Course**

Changed	Field	Current Version	Proposed Version
!	<b>Is this a mirrored credit/noncredit course?</b>	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
	<b>Is this a cross-listed course?</b>	No value	<u>Yes - complete the cross-listed form</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	

### Associated Programs

**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

**Associated Program** Associate in Arts in Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Changed Field**

**Current Version**

**Proposed Version**

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	Associate in Arts in Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Sociology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Liberal Arts (Social and Behavioral Sciences Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Liberal Arts (Social and Behavioral Sciences Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

**Changed Field**

**Current Version**

**Proposed Version**

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Transferability & Gen. Ed. Options**

**Changed Field**

**Current Version**

**Proposed Version**

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

**Course General Education Status (CB25)**

Y

Y

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved



**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	IGETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	Cal-GETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>
-	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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>

Changed	Field	Current Version	Proposed Version
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

### Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

### SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

### Specifications



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Discussion and problem solving performed in class  
In-class exploration of Internet sites  
Quiz and examination review performed in class  
Homework and extended projects  
Field observation and field trips  
Guest speakers  
Collaborative learning and small group exercises  
Collaborative projects  
Civic  
Engagement/Service Learning Project  
Assignments

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
Discussion of assigned reading  
Discussion and problem solving performed in class  
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Field observation and field trips  
Guest speakers  
Collaborative learning and small group exercises  
Collaborative projects  
Civic  
Engagement/Service Learning Project  
Assignments

**Assignments**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group civic engagement or service learning project at the beginning of the term. This will entail engagement in and observation of some effort to exercise democratic control over local political, social, educational, or economic conditions.</li> <li>2. Verbal: Students will make oral presentations based on their participant observations and their discussions carried out in pairs and small working groups. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.</li> <li>5. Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students will engage in a regular practice of self-evaluation/critique regarding</li> </ol> | <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group civic engagement or service learning project at the beginning of the term. This will entail engagement in and observation of some effort to exercise democratic control over local political, social, educational, or economic conditions.</li> <li>2. Verbal: Students will make oral presentations based on their participant observations and their discussions carried out in pairs and small working groups. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.</li> <li>5. Critical Self Reflection through collaborative consultation, collaborative learning, narrative</li> </ol> |
|---|--|

**Changed Field****Current Version****Proposed Version**

their own leadership development, especially relating both to the substance and process of their field study.

6. The honors project assignment will include one of the following
  1. Written research project (10-15 pages)
  2. Participation in honors study group of at least 8 hours plus a reflection on each study group session
  3. An extra 10 hours of civic engagement work plus answers to extra reflection questions

partnerships: Using a variety of models of self-reflection, students will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.

6. The honors project assignment will include one of the following
  1. Written research project (10-15 pages)
  2. Participation in honors study group of at least 8 hours plus a reflection on each study group session
  3. An extra 10 hours of civic engagement work plus answers to extra reflection questions

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**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of Evaluation

**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course.
2. The class requires 12 hours of community engagement and reflection on that engagement.
3. Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course.
4. Group collaborative learning assignments that will assess student's ability to develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among other learning

**Methods  
of  
Evaluation**

1. Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course.
2. The class requires 12 hours of community engagement and reflection on that engagement.
3. Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course.
4. Group collaborative learning assignments that will assess student's ability to develop models for understanding

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- goals for the course.
5. Self-Assessment and Peer Assessment tools of grassroots leadership skills that assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.
  6. Weekly journal, homework or note-taking assignment that will assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.
  7. Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of critical thinking and emotional intelligence which

- and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among other learning goals for the course.
5. Self-Assessment and Peer Assessment tools of grassroots leadership skills that assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.
  6. Weekly journal, homework or note-taking assignment that will assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership,



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enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.

8. For honors assignment, the paper or reflection will be evaluated for depth of analysis, critical thinking skills, and evidence that the student is making intellectual connections between themselves, the material we are studying as a class, and the work done for the honors assignment.

among other learning goals for the course.  
7. Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.

8. For honors assignment, the paper or reflection will be evaluated for depth of analysis, critical thinking skills, and evidence that the student is making intellectual

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connections between themselves, the material we are studying as a class, and the work done for the honors assignment.



**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>	Bill Lofy & Wellstone Action, Politics the Wellstone Way (Minneapolis: University of MN Press, 2005)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Lofy & Wellstone Action, Politics the Wellstone Way (Minneapolis: University of MN Press, 2005)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marcy Levy Shankman & Scott J. Allen, Emotionally Intelligent Leadership: a Guide for College Students (San Francisco: Jossey-Bass, 2nd edition 2015).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marcy Levy Shankman & Scott J. Allen, Emotionally Intelligent Leadership: a Guide for College Students (San Francisco: Jossey-Bass, 2nd edition 2015).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	James Kouzes & Barry Posner, "The Student Leadership Challenge: Five Practices for becoming an Exemplary Leader" (San Francisco: Jossey-Bass, 2nd edition 2014).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	James Kouzes & Barry Posner, "The Student Leadership Challenge: Five Practices for becoming an Exemplary Leader" (San Francisco: Jossey-Bass, 2nd edition 2014).
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value

<b>Title</b>	No value
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**Changed Field****Current Version****Proposed Version**

<b>Author</b>	Joan Minieri & Paul Getsos, Tools for Radical Democracy (San Francisco: John Wiley & Sons, 2007)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>ISBN</b>	No value
<b>Title</b>	No value
<b>Author</b>	Joan Minieri & Paul Getsos, Tools for Radical Democracy (San Francisco: John Wiley & Sons, 2007)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Emotional Intelligence for the Modern Leader: A Guide to Cultivating Effective Leadership and Organizations
<b>Author</b>	Christopher D. Connors
<b>Publisher</b>	Callisto Press
<b>Date/Edition</b>	May 19, 2020
<b>ISBN</b>	ISBN-13: 978-1646040241

<b>Title</b>	Righteous Troublemakers: Untold Stories of the Social Justice Movement in America Kindle Edition
<b>Author</b>	Al Sharpton
<b>Publisher</b>	Hanover Square Press
<b>Date/Edition</b>	2022

**Changed** **Field**

**Current Version**

**Proposed Version**

**ISBN**

ISBN-13: 978-  
1335449495



**Suggested Reading List**

No value

**Reading List** Julian Weissglass, Ripples of Hope: Building Relationships for Educational Change (Santa Barbara, CA: Center for Educational Change in Mathematics, 1998).

**May include, but are not limited to** No value

**Reading List** Paulo Freire, Pedagogy of the Oppressed (New York: Continuum, 1983).

**May include, but are not limited to** No value

**Reading List** Marshall B. Rosenberg PhD and Deepak Chopra, Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships(Puddledancer Press, 2015).

**May include, but are not limited to** No value

**Reading List** Pam Roby, Creating a Just World: Leadership for the Twenty-First Century (Seattle: Rational Island Publishers, 1998).

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**May include, but are not limited to** No value

**Reading List** Erica Sherover-Marcuse, "Liberation Theory: Axioms and Working Assumptions about the Perpetuation of Social Oppression," in Nicky Gonzalez Yuen, ed., *The Politics of Liberation* (second edition), (Dubuque, IA: Kendall/Hunt, 1996).

**May include, but are not limited to** No value

**Reading List** Sidney Tarrow, *Struggling to Reform: Social Movements and Policy Change During Cycles of Protest* (Working Paper no. 1 of the project on Social Protest and Policy Innovation at Cornell University, January 1982).

**May include, but are not limited to** No value

**Reading List** Robert Weiss, *Learning from Strangers: the Art and Method of Qualitative Interview Studies* (New York: The Free Press, 1994).

**Changed Field**

**Current Version**

**Proposed Version**

**May** No value  
**include,**  
**but are**  
**not**  
**limited**  
**to**

**Learning Outcomes and Objectives**



Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</li> <li>• Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</li> <li>• Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.</li> <li>• Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.</li> <li>• Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.</li> <li>• Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.</li> <li>• Analyze the histories of social movements and how they have obtained their goals</li> <li>• Develop intellectual ownership of an issue in social change by working on an intensive project</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the nature of the social sciences as a disciplinary field.</li> <li>• Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</li> <li>• Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</li> <li>• Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.</li> <li>• Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.</li> <li>• Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.</li> <li>• Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.</li> <li>• Analyze the histories of social movements and how they have obtained their goals</li> <li>• Develop intellectual ownership of an issue in social change by working on an intensive project</li> </ul>



CSLOs

**CSLOs** Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

**CSLOs** Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.

**Expected SLO Performance** 0.0

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**Expected SLO Performance** 0.0

Changed Field

Current Version

Proposed Version

**CSLOs** Demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

**CSLOs** Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Develop models for understanding and evaluate effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.

**Expected SLO Performance** 0.0

Course Outline

**Course  
Content**

1. Explore the nature of the social sciences as a disciplinary field.
  1. Social Science as the study of people as members of society.
  2. The study of social structures/institutions.
  3. Political science methodologies examining institutional power structures and the nature of social authority.
  4. Sociological methodologies such as macro- and micro-institutional analysis.
  5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.
  6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.
  7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.
  8. Historical methodologies which explore and interpret the development of human events over time.
  9. Women's Studies as:
    1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups;
    2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of reproductive rights, family, work, beauty images, the mass media, and social movements; and

1. Explore the nature of the social sciences as a disciplinary field.
  1. Social Science as the study of people as members of society.
  2. The study of social structures/institutions.
  3. Political science methodologies examining institutional power structures and the nature of social authority.
  4. Sociological methodologies such as macro- and micro-institutional analysis.
  5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.
  6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.
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**Changed Field****Current Version****Proposed Version**

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| <p>3. a multi-faceted discipline including such diverse perspectives as:</p> <ol style="list-style-type: none"><li>1. liberal feminism</li><li>2. socialist feminism</li><li>3. ecofeminism</li><li>4. radical feminism</li><li>5. multisystems feminism</li></ol> <p>2. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</p> <ol style="list-style-type: none"><li>1. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.</li><li>2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</li><li>3. Explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.</li><li>4. Engage in Social Science field work methodologies to observe and/or participate in potentially effective public policies and inter-personal strategies to enhance the emergence and development of grassroots leadership.</li></ol> <p>3. Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</p> <ol style="list-style-type: none"><li>1. Examine the meaning and uses of leadership and power, the student's and other people's, in multiple contexts.</li><li>2. Compare and contrast the leadership histories of selected democratic social</li></ol> | <p>3. a multi-faceted discipline including such diverse perspectives as:</p> <ol style="list-style-type: none"><li>1. liberal feminism</li><li>2. socialist feminism</li><li>3. ecofeminism</li><li>4. radical feminism</li><li>5. multisystems feminism</li></ol> <p>2. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.</p> <ol style="list-style-type: none"><li>1. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.</li><li>2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</li><li>3. Explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.</li><li>4. Engage in Social Science field work methodologies to observe and/or participate in potentially effective public policies and inter-personal strategies to enhance the emergence and development of grassroots leadership.</li></ol> <p>3. Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.</p> <ol style="list-style-type: none"><li>1. Examine the meaning and uses of leadership and power, the student's and other people's, in multiple contexts.</li><li>2. Compare and contrast the leadership histories of selected democratic social</li></ol> |
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| movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements.   | movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements.   |
| 3. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions.  | 3. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions.  |
| 4. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising. | 4. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising. |
| 4. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.   | 4. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.   |
| 1. Identify and compare diverse individual and group behavior patterns and political/cultural ideologies that lead to and frame individual and group experiences of grassroots leadership, paying particular attention to issues of gender, race and social class.  | 1. Identify and compare diverse individual and group behavior patterns and political/cultural ideologies that lead to and frame individual and group experiences of grassroots leadership, paying particular attention to issues of gender, race and social class.  |
| 2. Identify and compare common dominant and subordinate group reactions to the emergence of grassroots leadership: e.g., resistance, acceptance, cultural patterns of "internalized domination"and "internalized oppression," internal and external attacks on leaders, feelings of efficacy versus feelings of powerlessness,  | 2. Identify and compare common dominant and subordinate group reactions to the emergence of grassroots leadership: e.g., resistance, acceptance, cultural patterns of "internalized domination"and "internalized oppression," internal and external attacks on leaders, feelings of efficacy versus feelings of powerlessness,  |

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| etc, paying particular attention to issues of gender, race and social class.<br>3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc)<br>5. Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.<br>1. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism.<br>2. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership.<br>3. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration status, disability, religion (or absence thereof), etc).<br>4. Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women. | etc, paying particular attention to issues of gender, race and social class.<br>3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc)<br>5. Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.<br>1. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism.<br>2. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership.<br>3. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration status, disability, religion (or absence thereof), etc).<br>4. Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women. |
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|----------------------|---|---|
|                      | <p>6. Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.</p> <ol style="list-style-type: none"><li>1. Develop and explore critical thinking and planning skills as a core component of grassroots leadership development.</li><li>2. Use and assess "listening partnerships," "dyadic relationships," or other forms of "narrative partnerships" to listen to, comprehend, and communicate cognitive and affective experiences relating to the course material (see, for example, Weissglass's "constructivist listening" groups, Jackins' "sessions" or Roby's "dyads").</li><li>3. Use and assess essential skills of emotionally intelligent and critically thoughtful grassroots leadership including but not limited to: development and communication of a vision for one's community and world; development and nurturing of human relationships that foster caring communities and cooperative action; self-reflection and emotional insight; the communication and use of democratic ethics.</li></ol> <p>7. Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.</p> <ol style="list-style-type: none"><li>1. Explore the essential role of subjective interpretation, varying perspectives, and difference inherent in democratic societies.</li><li>2. Critically assess and practice the art of compromise and balance in grassroots leadership while attending to</li></ol> | <p>6. Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.</p> <ol style="list-style-type: none"><li>1. Develop and explore critical thinking and planning skills as a core component of grassroots leadership development.</li><li>2. Use and assess "listening partnerships," "dyadic relationships," or other forms of "narrative partnerships" to listen to, comprehend, and communicate cognitive and affective experiences relating to the course material (see, for example, Weissglass's "constructivist listening" groups, Jackins' "sessions" or Roby's "dyads").</li><li>3. Use and assess essential skills of emotionally intelligent and critically thoughtful grassroots leadership including but not limited to: development and communication of a vision for one's community and world; development and nurturing of human relationships that foster caring communities and cooperative action; self-reflection and emotional insight; the communication and use of democratic ethics.</li></ol> <p>7. Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.</p> <ol style="list-style-type: none"><li>1. Explore the essential role of subjective interpretation, varying perspectives, and difference inherent in democratic societies.</li><li>2. Critically assess and practice the art of compromise and balance in grassroots leadership while attending to</li></ol> |



Changed	Field	Current Version	Proposed Version
		<p>the importance of maintaining an ethical core.</p> <p>8. Analyze the histories of social movements and how they have obtained their goals.</p> <ol style="list-style-type: none"> <li>1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.</li> <li>2. Investigate the history of and methods used by civil rights and cultural identity movements of US people of color in the twentieth century</li> <li>3. Investigate the history of and methods used by anti-colonial and anti-capitalism movements around the world.</li> </ol> <p>9. Develop intellectual ownership of an issue in social change by working on an intensive project</p> <ol style="list-style-type: none"> <li>1. Personal exploration of an area of specific concern to the student</li> <li>2. Analysis and reflection on the connections between an intensive project and the course materials.</li> </ol>	<p>the importance of maintaining an ethical core.</p> <p>8. Analyze the histories of social movements and how they have obtained their goals.</p> <ol style="list-style-type: none"> <li>1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.</li> <li>2. Investigate the history of and methods used by civil rights and cultural identity movements of US people of color in the twentieth century</li> <li>3. Investigate the history of and methods used by anti-colonial and anti-capitalism movements around the world.</li> </ol> <p>9. Develop intellectual ownership of an issue in social change by working on an intensive project</p> <ol style="list-style-type: none"> <li>1. Personal exploration of an area of specific concern to the student</li> <li>2. Analysis and reflection on the connections between an intensive project and the course materials.</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>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the cross-listed course(s).) (Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the cross-listed course(s).) (Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	<b>Limitation(s) on Enrollment - Other:</b>	(Also listed as POLI D017H.)	(Also listed as POLI D017H.)
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2SS	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	POLI 017H; ICS 027H	POLI 017H; ICS 027H
	<b>Course Status</b>	Non-substantial	Non-substantial

Changed	Questions	Current Version	Proposed Version
!	Course Status Code	A	No Value
!	Banner Department	POLI	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	Honors	Honors
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed
	Cross-Listed/Related Course ID's	POLI 17H (P); ICS 27H (C)	POLI 17H (P); ICS 27H (C)
!	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
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239002	No Value
!	Account Code	1320	No Value
!	Program Code	220100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>• (mc-changed 5-yr rev yr from 2017 to 2018 per redistribution</li> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>• (mc-changed 5-yr rev yr from 2017 to 2018 per redistribution</li> <li>• Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>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	Methods of Instruction: Discussion of Assigned Readings Assignment D: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.

Changed	Questions	Current Version	Proposed Version
!	<b>Objective 2: Compose essays drawn from personal experience and assigned texts.</b>	No Value	<p>Assignment C: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter. Methods of Evaluation A: Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course. Methods of Evaluation G: Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course. Methods of Evalutaion H: For honors assignment, the paper or reflection will be evaluated for depth of analysis, critical thinking skills, and evidence that the student is making intellectual connections between themselves, the material we are studying as a class, and the work done for the honors assignment.</p>
	<b>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
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**Objective 4:  
Create syntactically varied sentences that are free of mechanical errors.**

No Value

No Value



**Objective 5:  
Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**

No Value

Assignment C: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter. Outline B.2.: B. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation. 2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.

**B-Matrix Form**

Empty space for the 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

Blank area for the 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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
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### D-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 10: Investigate the characteristics of rational expressions.</b>	No Value	No Value
	<b>Objective 11: Develop skills to work with radical expressions.</b>	No Value	No Value

### E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value



Changed	Questions	Current Version	Proposed Version
	<b>Objective 4:</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
	<b>Objective 7:</b> Develop quadratic function models to solve problems.	No Value	No Value
	<b>Objective 8:</b> Use inequalities to solve real world problems.	No Value	No Value
	<b>Objective 9:</b> Explore arithmetic sequences and series.	No Value	No Value
	<b>Objective 10:</b> 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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value



**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

This is an honors course and is also listed as POLI 17H. Students may enroll in either department, but not both, for credit. Admission into this course requires consent of the Honors Program Coordinator

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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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

Outline Sections A-E A: Explore the nature of the social sciences as a disciplinary field. B: Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation. C: Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements. D: Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated. E: Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.

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	<p>Methods of Evaluation C: Oral Communication: Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course. Methods of Evaluation A: Written Communication: Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course. Methods of Evaluation D: Collaborative: Group collaborative learning assignments that will assess student's ability to develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among other learning goals for the course.</p>
!	<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	<p>Assignments E: Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.</p>

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	Course Outline E: Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration status, disability, religion (or absence thereof), etc). Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.



**Changed****Questions****Current Version****Proposed Version**

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

Course Outline C: Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements. Examine the meaning and uses of leadership and power, the student's and other people's, in multiple contexts. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising.




**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**


No Value

Methods of Evaluation B: The class requires 12 hours of community engagement and reflection on that engagement.

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
!	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	Outline D.3.: D. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated. 3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc)
!	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	Outline H.1.: H. Analyze the histories of social movements and how they have obtained their goals. 1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</b>	No Value	Outline H.1.: H. Analyze the histories of social movements and how they have obtained their goals. 1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.

**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	<table border="1"> <thead> <tr> <th>Name - Role OR Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Initiator - Indicate Edit "Y" When Completed</th> </tr> </thead> <tbody> <tr> <td>R. Gabriel / Course Dep Rep</td> <td>Description</td> <td>Needs to be a complete sentence</td> <td>Y</td> </tr> </tbody> </table>	Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate Edit "Y" When Completed	R. Gabriel / Course Dep Rep	Description	Needs to be a complete sentence	Y
Name - Role OR Tab	Part - Field	Type of Edit	Initiator - Indicate Edit "Y" When Completed								
R. Gabriel / Course Dep Rep	Description	Needs to be a complete sentence	Y								
	<b>Stage 4: Division Dean</b>	No Value	No Value								

**Changed Questions**      **Current Version**      **Proposed Version**



**Stage 5: SLO Coordinator**

No Value

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/15/2024 & 5/17/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #1, 2, & 3	Required	Change the CSLO so that the words "Student will" are removed and the statement begins with a Bloom's Taxonomy verb. Suggestion: "Demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements."	



**Stage 7: Content Review Matrix Liaison**

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/24	Zack Judson A	Matrix A	Required	Please complete Matrix A for your English advisory	incomplete - zj 6/4/24
5/21/24	zj	Matrix H	Required	Please complete Matrix H for your Honors limitation on enrollment	Y
6/4/24	Zack Judson H	Matrix H	Required	Please add "Admission into this course requires consent of the Honors Program Coordinator" under Objective 2	incomplete - zj 6/12/24
6/12/24	Zack Judson A	Matrix A	Required	Good work. Please include a brief summary of the skills/activities/assignments that are referenced	



**Stage 8: AVP - Instruction**

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
9/20/24	Gabriela Nocito for AVPI	Specifications - Suggested Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	

Changed	Questions	Current Version	Proposed Version					
<b>!</b>	<b>Stage 9: Articulation Officer</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</b>
			<b>09/24/2024</b>	Specifications	Primary Texts	Required	Must have at least one text published within seven years of the start date of the class (2018 for Fall 2025) You may want to avoid saying "various topics" in the third sentence. Variable topic courses are automatically rejected for UC general	
			<b>09/23/2024</b>	Basic Course Information	Course Description	Suggested	education, and while it is clear to me that this is not a variable-topic course, I don't want to give them any cause to reject it if it ever needs re-reviewed in the future.	
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value					
	<b>Stage 14: Curriculum Committee</b>	No Value	No Value					

### Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Curriculum ID</b>	ICSD027H
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	<b>Distance Education Approved</b>	No
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
--	---	--

	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000569381
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## **Articulation**

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS-DEPT-NAME</b>	
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	<b>Course Crosswalk CRS-NUMBER</b>	
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De Anza College  
**Change Report**  
09/30/2024

### Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
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	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	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
A-Matrix Form	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.
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 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.






Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE - ESGC Form	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.
De Anza GE - ESGC Form	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.
De Anza GE - ESGC Form	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction


Section	Changed field
Comments	Stage 9: Articulation Officer
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?

## General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Erik Woodbury	• James Nguyen
	Course ID (CB01A and CB01B)	ICSD027.	ICSD027.
	Course Control Number	CCC000535077	CCC000535077
	Course Title (CB02)	Grassroots Democracy: Leadership and Power	Grassroots Democracy: Leadership and Power
	Short Course Title	GRSRTS DEMOC: LDRSHP & POWER	GRSRTS DEMOC: LDRSHP & POWER
	TOP Code (CB03)	2201.20	2201.20 American Studies
	CIP Code	American/United States Studies/Civilization	05.0102 American/United States Studies/Civilization
	Department	POLI - Political Science	POLI - Political Science
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	<b>Course Description</b>	Applied and theoretical training for students of social justice, this course is a multidisciplinary exploration of social change and popular democratic action with a focus on the meaning and development of political power in modern democracies. Topics to be explored include: gender and race sensitive approaches to leadership style, institutional and mass forums for civic engagement, mass recruitment and mobilization, consciousness development, democratic ethics, and strategic and tactical action.	<del>Applied-</del> <u>This course offers both applied and theoretical training for to</u> students of social justice, <del>this course is-</del> <u>justice. It serves as</u> a multidisciplinary exploration of social change and popular democratic <del>action-</del> <u>action,</u> with a <del>focus-</del> <u>specific emphasis on understanding</u> the meaning and <del>development-</del> <u>evolution</u> of political power <del>in-</del> <u>within</u> modern democracies. <del>Topics to be explored include-</del> <u>The course will examine</u> gender and <del>race-sensitive</del> <u>race-sensitive</u> approaches to leadership style, <u>the utilization of</u> institutional and mass forums for civic engagement, <u>strategies for</u> mass recruitment and mobilization, <del>consciousness development,</del> <u>the development of consciousness,</u> <u>considerations of</u> democratic ethics, <u>as well as the planning and execution of</u> strategic and tactical <del>action-</del> <u>actions.</u>
	<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>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>Political Science</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 - POLITICAL SCIENCE</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 meets a general education requirement for De Anza, CSUGE and IGETC. This course is UC and CSU transferable and belongs on the Leadership and Social Change Certificate of Achievement. This course provides an interdisciplinary, multicultural and gendered view of democratic grassroots leadership and power in the United States. It helps our students prepare to live in a multicultural society while also providing them with the practical and analytical tools needed to engage in effective citizenship on these issues.	This course meets a general education requirement for De Anza, <del>CSUGE</del> <u>Anza</u> and <del>IGETC</del> <u>Cal-GETC</u> . This course is UC and CSU transferable and belongs on the Leadership and Social Change Certificate of Achievement. This course provides an interdisciplinary, multicultural and gendered view of democratic grassroots leadership and power in the United States. It helps our students prepare to live in a multicultural society while also providing them with the practical and analytical tools needed to engage in effective citizenship on these issues.

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

## Course Philosophy

Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

## Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	


Changed	Field	Current Version	Proposed Version
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	<b>Foothill Course ID</b>	No value	
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	<b>Does the course have a Foothill equivalent?</b>	No	No
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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>	No value	
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No

### Honors/Non-honors Course


Changed	Field	Current Version	Proposed Version
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	<b>Is this an honors/non-honors course?</b>	No value	
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Yes - don't forget to duplicate the revisions in the honors/non-honors course

### Mirrored Credit/Noncredit Course


Changed	Field	Current Version	Proposed Version
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	<b>Is this a mirrored credit/noncredit course?</b>	No value	
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No

### Cross-listed Course

Changed	Field	Current Version	Proposed Version
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	<b>Is this a cross-listed course?</b>	No value	
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Yes - complete the cross-listed form

## 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	

## Associated Programs

**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

**Associated Program** Associate in Arts in Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Associate in Arts in Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Political Science for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Sociology for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Associated Program** CSU GE

**Award Type** Certificate of Achievement-Advanced (COA-A)

**Changed Field****Current Version****Proposed Version****Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Associate in Arts in Sociology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Associate in Arts in Sociology for Transfer**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)



**Changed Field****Current Version****Proposed Version**

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis)

**Award Type** Associate in Arts (A.A.) Degree

**Award Type** Associate in Arts (A.A.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Social Justice Studies: General Studies for Transfer

**Associated Program** Social Justice Studies: General Studies for Transfer

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

**Associated Program** Leadership and Social Change

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Associated Program** Leadership and Social Change

**Associated Program** Leadership and Social Change

**Award Type** Certificate of Achievement (COA)

**Award Type** Certificate of Achievement (COA)

**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version**

**Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved



**GE Information**

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• 2GDX - Approved.</li> <li>• 2GES - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	IGETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• IG4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	Cal-GETC
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CA4X - Approved.</li> </ul>
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	<ul style="list-style-type: none"> <li>• CGDY - Approved.</li> </ul>
-	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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

**Course Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Speciality Hours</b>	No value	No value

### Credit / Non-Credit Options

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			



**Methods of Instruction**

**Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Discussion and problem solving performed in class  
 In-class exploration of Internet sites  
 Quiz and examination review performed in class  
 Homework and extended projects  
 Field observation and field trips  
 Guest speakers  
 Collaborative learning and small group exercises  
 Collaborative projects  
 Civic Engagement/Service Learning Project  
 Assignments

**Methods of Instruction**

Methods of Instruction

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Discussion and problem solving performed in class  
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 Quiz and examination review performed in class  
 Homework and extended projects  
 Field observation and field trips  
 Guest speakers  
 Collaborative learning and small group exercises  
 Collaborative projects  
 Civic Engagement/Service Learning Project  
 Assignments

**Assignments**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group civic engagement or service learning project at the beginning of the term. This will entail engagement in and observation of some effort to exercise democratic control over local political, social, educational, or economic conditions.</li> <li>2. Verbal: Students will make oral presentations based on their participant observations and their discussions carried out in pairs and small working groups. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.</li> <li>5. Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students</li> </ol> | <ol style="list-style-type: none"> <li>1. Field Research and Participant Observation: Students will choose an individual or group civic engagement or service learning project at the beginning of the term. This will entail engagement in and observation of some effort to exercise democratic control over local political, social, educational, or economic conditions.</li> <li>2. Verbal: Students will make oral presentations based on their participant observations and their discussions carried out in pairs and small working groups. Students may also carry out interview assignments as part of research projects.</li> <li>3. Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter.</li> <li>4. Reading: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.</li> </ol> |
|---|---|

**Changed Field****Current Version****Proposed Version**

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will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.

5. Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.

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**Current Version**

**Proposed Version**



**Methods of  
Evaluation**

**Methods  
of  
Evaluation**

**Methods  
of  
Evaluation**

Methods of  
Evaluation

**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course.
2. The class requires 12 hours of community engagement and reflection on that engagement.
3. Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course.
4. Group collaborative learning assignments that will assess student's ability to develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among

**Methods  
of  
Evaluation**

1. Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course.
2. The class requires 12 hours of community engagement and reflection on that engagement.
3. Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course.
4. Group collaborative learning assignments that will assess student's ability

**Changed Field****Current Version****Proposed Version**

other learning goals for the course.

5. Self-Assessment and Peer Assessment tools of grassroots leadership skills that assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

6. Weekly journal, homework or note-taking assignment that will assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

7. Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of

to develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among other learning goals for the course.

5. Self-Assessment and Peer Assessment tools of grassroots leadership skills that assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

6. Weekly journal, homework or note-taking assignment that will assess students ability to recognize and critically assess the role of subjective experience

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critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.

and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course.

7. Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>	<b>Proposed Version</b>
<b>!</b>	<b>Essential Student Materials/Essential College Facilities</b>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None.</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None.</li></ul>	<b>Essential Student Materials:</b> <ul style="list-style-type: none"><li>• None</li></ul> <b>Essential College Facilities:</b> <ul style="list-style-type: none"><li>• None</li></ul>



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Bill Lofy & Wellstone Action, Politics the Wellstone Way (Minneapolis: University of MN Press, 2005)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Bill Lofy & Wellstone Action, Politics the Wellstone Way (Minneapolis: University of MN Press, 2005)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marcy Levy Shankman & Scott J. Allen, Emotionally Intelligent Leadership: a Guide for College Students (San Francisco: Jossey-Bass, 2008)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Marcy Levy Shankman & Scott J. Allen, Emotionally Intelligent Leadership: a Guide for College Students (San Francisco: Jossey-Bass, 2008)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	James Kouzes & Barry Posner, Five Practices of Exemplary Student Leadership and on-line inventory (San Francisco: Jossey-Bass, 2006)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	James Kouzes & Barry Posner, Five Practices of Exemplary Student Leadership and on-line inventory (San Francisco: Jossey-Bass, 2006)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value

<b>Title</b>	No value

**Changed Field****Current Version****Proposed Version**

<b>Author</b>	Joan Minieri & Paul Getsos, Tools for Radical Democracy (San Francisco: John Wiley & Sons, 2007)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>ISBN</b>	No value
<b>Title</b>	No value
<b>Author</b>	Joan Minieri & Paul Getsos, Tools for Radical Democracy (San Francisco: John Wiley & Sons, 2007)
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Emotional Intelligence for the Modern Leader: A Guide to Cultivating Effective Leadership and Organizations Paperback –
<b>Author</b>	Christopher D. Connors
<b>Publisher</b>	Callisto Press
<b>Date/Edition</b>	May 19, 2020
<b>ISBN</b>	ISBN-13: 978-1646040241

<b>Title</b>	Righteous Troublemakers: Untold Stories of the Social Justice Movement in America
<b>Author</b>	Al Sharpton
<b>Publisher</b>	Hanover Square Press
<b>Date/Edition</b>	2022

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**Current Version**

**Proposed Version**

**ISBN**

ISBN-13: 978-  
1335449495





**Suggested Reading List**

No value

**Reading List** Michael Jacoby Brown, Building Powerful Community Organizations: A Personal Guide to Creating Groups that Can Solve Problems and Change the World (Chicago: Long Haul Press, 2007)

**May include, but are not limited to** No value

**Reading List** Paulo Freire, Pedagogy of the Oppressed (New York: Continuum, 1983).

**May include, but are not limited to** No value

**Reading List** Marshall B. Rosenberg PhD and Deepak Chopra, Nonviolent Communication: A Language of Life, 3rd Edition: Life-Changing Tools for Healthy Relationships(Puddledancer Press, 2015).

**May include, but are not limited to** No value

**Changed Field****Current Version****Proposed Version**

**Reading List** Pam Roby, *Creating a Just World: Leadership for the Twenty-First Century* (Seattle: Rational Island Publishers, 1998).

**May include, but are not limited to** No value

**Reading List** Erica Sherover-Marcuse, "Liberation Theory: Axioms and Working Assumptions about the Perpetuation of Social Oppression," in Nicky Gonzalez Yuen, ed., *The Politics of Liberation* (second edition), (Dubuque, IA: Kendall/Hunt, 1996).

**May include, but are not limited to** No value

**Reading List** Sidney Tarrow, *Struggling to Reform: Social Movements and Policy Change During Cycles of Protest* (Working Paper no. 1 of the project on Social Protest and Policy Innovation at Cornell University, January 1982).

**May include, but are not limited to** No value

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**Current Version**

**Proposed Version**

**Reading List** Robert Weiss, Learning from Strangers: the Art and Method of Qualitative Interview Studies (New York: The Free Press, 1994).

**May include, but are not limited to** No value

### **Learning Outcomes and Objectives**

**Changed Field****Current Version****Proposed Version****Course Objectives**

- Explore the nature of the social sciences as a disciplinary field.
  - Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.
  - Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.
  - Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.
  - Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.
  - Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.
  - Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.
  - Analyze the histories of social movements and how they have obtained their goals.
- Explore the nature of the social sciences as a disciplinary field.
  - Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.
  - Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.
  - Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.
  - Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.
  - Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.
  - Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership.
  - Analyze the histories of social movements and how they have obtained their goals.



CSLOs

**CSLOs** Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.

**Expected SLO Performance** 0.0

**CSLOs** Students will develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.

**Expected SLO Performance** 0.0

**CSLOs** Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Students will compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

**CSLOs** Students will demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance** 0.0

**Changed Field****Current Version****Proposed Version**

**CSLOs**      Develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.

**Expected SLO Performance**      0.0

**CSLOs**      Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.

**Expected SLO Performance**      0.0

**CSLOs**      Demonstrate the capacity to participate in political processes and leadership techniques common in the effective exercise of democratic social movements.

**Expected SLO Performance**      0.0

**Course Outline**

Changed	Field	Current Version	Proposed Version
<b>Course Content</b>		<ol style="list-style-type: none"> <li>1. Explore the nature of the social sciences as a disciplinary field.               <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:                   <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups;</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of reproductive rights, family, work, beauty images, the mass</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Explore the nature of the social sciences as a disciplinary field.               <ol style="list-style-type: none"> <li>1. Social Science as the study of people as members of society.</li> <li>2. The study of social structures/institutions.</li> <li>3. Political science methodologies examining institutional power structures and the nature of social authority.</li> <li>4. Sociological methodologies such as macro- and micro-institutional analysis.</li> <li>5. Psychological and Social Psychological approaches to individual, social, and institutional behavior.</li> <li>6. Economic analysis that explores the micro and macro systems for the production, allocation and distribution of social and material resources.</li> <li>7. Jurisprudential approaches which examine formal and informal systems of law, regulation, and social control.</li> <li>8. Historical methodologies which explore and interpret the development of human events over time.</li> <li>9. Women's Studies as:                   <ol style="list-style-type: none"> <li>1. an examination of power and gender roles and how they vary for women and men of different racial, ethnic, class and sexuality groups;</li> <li>2. an examination of the varying positions of women in society, emphasizing the diverse nature of women's experiences, including an investigation of reproductive rights, family, work, beauty images, the mass</li> </ol> </li> </ol> </li> </ol>

**Changed Field****Current Version****Proposed Version**

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| media, and social movements; and<br>3. a multi-faceted discipline including such diverse perspectives as:<br>1. liberal feminism<br>2. socialist feminism<br>3. ecofeminism<br>4. radical feminism<br>5. multisystems feminism<br>2. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.<br>1. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.<br>2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.<br>3. Explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.<br>4. Engage in Social Science field work methodologies to observe and/or participate in potentially effective public policies and inter-personal strategies to enhance the emergence and development of grassroots leadership.<br>3. Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.<br>1. Examine the meaning and uses of leadership and power, | media, and social movements; and<br>3. a multi-faceted discipline including such diverse perspectives as:<br>1. liberal feminism<br>2. socialist feminism<br>3. ecofeminism<br>4. radical feminism<br>5. multisystems feminism<br>2. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.<br>1. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.<br>2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.<br>3. Explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.<br>4. Engage in Social Science field work methodologies to observe and/or participate in potentially effective public policies and inter-personal strategies to enhance the emergence and development of grassroots leadership.<br>3. Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.<br>1. Examine the meaning and uses of leadership and power, | media, and social movements; and<br>3. a multi-faceted discipline including such diverse perspectives as:<br>1. liberal feminism<br>2. socialist feminism<br>3. ecofeminism<br>4. radical feminism<br>5. multisystems feminism<br>2. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation.<br>1. Differentiate the types of data available through each, and assess the strengths, weaknesses, and reliability of each methodology.<br>2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.<br>3. Explore the reality of social environments outside of classroom settings and use this experience to compare and analyze the theoretical models available through various social science disciplines.<br>4. Engage in Social Science field work methodologies to observe and/or participate in potentially effective public policies and inter-personal strategies to enhance the emergence and development of grassroots leadership.<br>3. Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements.<br>1. Examine the meaning and uses of leadership and power, |
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**Changed Field****Current Version****Proposed Version**

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| the student's and other people's, in multiple contexts.<br>2. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements.<br>3. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions.<br>4. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising. | the student's and other people's, in multiple contexts.<br>2. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements.<br>3. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions.<br>4. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising. |
| 4. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.<br>1. Identify and compare diverse individual and group behavior patterns and political/cultural ideologies that lead to and frame individual and group experiences of grassroots leadership, paying particular attention to issues of gender, race and social class.<br>2. Identify and compare common dominant and subordinate group reactions to the emergence of grassroots leadership: e.g.,  | 4. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated.<br>1. Identify and compare diverse individual and group behavior patterns and political/cultural ideologies that lead to and frame individual and group experiences of grassroots leadership, paying particular attention to issues of gender, race and social class.<br>2. Identify and compare common dominant and subordinate group reactions to the emergence of grassroots leadership: e.g.,  |

**Changed Field****Current Version****Proposed Version**

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- resistance, acceptance, cultural patterns of "internalized domination" and "internalized oppression," internal and external attacks on leaders, feelings of efficacy versus feelings of powerlessness, etc, paying particular attention to issues of gender, race and social class.
3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc)
  5. Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.
    1. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism.
    2. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership.
    3. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration
- resistance, acceptance, cultural patterns of "internalized domination" and "internalized oppression," internal and external attacks on leaders, feelings of efficacy versus feelings of powerlessness, etc, paying particular attention to issues of gender, race and social class.
3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc)
  5. Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.
    1. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism.
    2. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership.
    3. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration

**Changed Field****Current Version****Proposed Version**

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| status, disability, religion (or absence thereof), etc).<br>4. Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.<br>6. Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.<br>1. Develop and explore critical thinking and planning skills as a core component of grassroots leadership development.<br>2. Use and assess "listening partnerships," "dyadic relationships," or other forms of "narrative partnerships" to listen to, comprehend, and communicate cognitive and affective experiences relating to the course material (see, for example, Weissglass's "constructivist listening" groups, Jackins' "sessions" or Roby's "dyads").<br>3. Use and assess essential skills of emotionally intelligent and critically thoughtful grassroots leadership including but not limited to: development and communication of a vision for one's community and world; development and nurturing of human relationships that foster caring communities and cooperative action; self-reflection and emotional insight; the communication and use of democratic ethics.<br>7. Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership. | status, disability, religion (or absence thereof), etc).<br>4. Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.<br>6. Identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society.<br>1. Develop and explore critical thinking and planning skills as a core component of grassroots leadership development.<br>2. Use and assess "listening partnerships," "dyadic relationships," or other forms of "narrative partnerships" to listen to, comprehend, and communicate cognitive and affective experiences relating to the course material (see, for example, Weissglass's "constructivist listening" groups, Jackins' "sessions" or Roby's "dyads").<br>3. Use and assess essential skills of emotionally intelligent and critically thoughtful grassroots leadership including but not limited to: development and communication of a vision for one's community and world; development and nurturing of human relationships that foster caring communities and cooperative action; self-reflection and emotional insight; the communication and use of democratic ethics.<br>7. Recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership. |
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Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> <li>1. Explore the essential role of subjective interpretation, varying perspectives, and difference inherent in democratic societies.</li> <li>2. Critically assess and practice the art of compromise and balance in grassroots leadership while attending to the importance of maintaining an ethical core.</li> <li>8. Analyze the histories of social movements and how they have obtained their goals.               <ol style="list-style-type: none"> <li>1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.</li> <li>2. Investigate the history of and methods used by civil rights and cultural identity movements of US people of color in the twentieth century</li> <li>3. Investigate the history of and methods used by anti-colonial and anti-capitalism movements around the world.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Explore the essential role of subjective interpretation, varying perspectives, and difference inherent in democratic societies.</li> <li>2. Critically assess and practice the art of compromise and balance in grassroots leadership while attending to the importance of maintaining an ethical core.</li> <li>8. Analyze the histories of social movements and how they have obtained their goals.               <ol style="list-style-type: none"> <li>1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.</li> <li>2. Investigate the history of and methods used by civil rights and cultural identity movements of US people of color in the twentieth century</li> <li>3. Investigate the history of and methods used by anti-colonial and anti-capitalism movements around the world.</li> </ol> </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>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Limitation(s) on Enrollment:</b>	(Not open to students with credit in the cross-listed course(s.) (Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the cross-listed course(s.) (Not open to students with credit in the Honors Program related course.)
	<b>Limitation(s) on Enrollment - Other:</b>	(Also listed as POLI D017.)	(Also listed as POLI D017.)
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

### Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Start Term (202122)</b>	202122	No Value
!	<b>Banner Division</b>	2SS	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2018	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	POLI 017; ICS 027	POLI 017; ICS 027
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Banner Department</b>	POLI	No Value
!	<b>Course Level</b>	DU	No Value
!	<b>College Code</b>	DA	No Value
	<b>Course Characteristics</b>	NA	NA
	<b>Cross-Listed/Related Course Information</b>	Cross-listed	Cross-listed
	<b>Cross-Listed/Related Course ID's</b>	POLI 17 (P); ICS 27 (C)	POLI 17 (P); ICS 27 (C)
!	<b>CTE Status</b>	No	No Value
	<b>DL Approval Date (MM/DD/YYYY)</b>	No Value	No Value
!	<b>Hybrid Approval Date (MM/DD/YYYY)</b>	11/08/2022	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

Changed	Questions	Current Version	Proposed Version
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	239002	No Value
!	Account Code	1320	No Value
!	Program Code	220100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid added. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2017 to 2018 per redistribution)</li> <li>Hybrid added. 11/08/2022. MK.</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

## Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	<b>Basic Course Information</b>	No Value	No Value
	<b>Units and Hours</b>	No Value	No Value
	<b>Specifications</b>	No Value	No Value
	<b>Outline</b>	No Value	No Value
	<b>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>!</b>	<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	This course has an advisory of EWRT 1A or EWRT 1AH, or (EWRT 1AS and EWRT 1AT), or ESL 5.

**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

Methods of Instruction - Students will engage in discussions of assigned readings  
Assignment C: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter.  
Assignment D: Students will carry out weekly reading assignments relating to the overall theoretical and methodological concerns of this course, the specific content areas relevant to their field research projects, as well as to the development, history, and social conditions relating to grassroots leadership.

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**Changed****Questions****Current Version****Proposed Version**

**Objective 2:  
Compose  
essays drawn  
from personal  
experience and  
assigned texts.**

No Value

Assignment C: Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter. Methods of Evaluation A: Student will be assigned short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course. Methods of Evaluation F: Weekly journal, homework or note-taking assignment that will assess students ability to recognize and critically assess the role of subjective experience and interpretation in both the study and the practice of democratic group leadership, among other learning goals for the course. Methods of Evaluation G: Final exam and/or a comprehensive cumulative research paper, project, field work reports, and/or portfolio that will: assess students ability to identify, practice and assess skills of critical thinking and emotional intelligence which enhance grassroots leadership and political democracy within a culturally diverse society; and assess students ability to summarize, integrate, and critically analyze and apply concepts examined throughout the course; and/or assess other learning goals for the course.

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	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	<p>Assignment C: Written: Students will engage in a variety of critical writing exercises which will include some combination of the following: weekly study question assignments, journal entries, short papers, term papers, creation of a comprehensive portfolio, and mid-term and/or final essay exams. In each format, students will demonstrate their knowledge of and ability to evaluate and apply the theoretical and methodological perspectives presented in class presentations or exercises, assigned readings, field research, or constructivist dyads. Students will write a minimum of 2500 words during the quarter. Outline B.2.: B. Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation: 2. Compare and contrast experiences and perspectives shared by the student and people from culturally different backgrounds.</p>

**B-Matrix Form**

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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

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.</b>	No Value	No Value
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>	No Value	No Value
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### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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
	<b>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</b>	No Value	No Value
	<b>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</b>	No Value	No Value
	<b>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	<b>Objective 4: Develop linear function models to solve problems.</b>	No Value	No Value
	<b>Objective 5: Use systems of two linear equations to solve real- world problems.</b>	No Value	No Value
	<b>Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.</b>	No Value	No Value
	<b>Objective 7: Develop quadratic function models to solve problems.</b>	No Value	No Value
	<b>Objective 8: Use inequalities to solve real world problems.</b>	No Value	No Value
	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
	<b>Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.</b>	No Value	No Value

## F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<b>Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</b>	No Value	No Value
	<b>Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.</b>	No Value	No Value
	<b>Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.</b>	No Value	No Value
	<b>Objective 3: Apply the order of operations to evaluate signed numerical expressions.</b>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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### **G-Matrix Form**

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Changed	Questions	Current Version	Proposed Version
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**If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.**

No Value

No Value

### H-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.**

No Value

No Value

**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value



Changed	Questions	Current Version	Proposed Version
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**Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.**

No Value

No Value

### De Anza GE Form

Changed	Questions	Current Version	Proposed Version
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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

Outline Sections A-E A: Explore the nature of the social sciences as a disciplinary field. B: Identify and practice major methodologies of social science field research such as interview, observation, and participant-observation. C: Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements. D: Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated. E: Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture.

Changed	Questions	Current Version	Proposed Version
!	<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 C: Oral Communication: Oral reports that will assess students ability to compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated, among other learning goals for the course. Methods of Evaluation A: Written Communication: Short papers that will assess students ability to identify and practice major methodologies of social science field research such as interview, observation, and participant-observation, among other learning goals for the course. Methods of Evaluation D: Collaborative: Group collaborative learning assignments that will assess student's ability to develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture, among other learning goals for the course.</p>
!	<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	<p>Assignments E: Critical Self Reflection through collaborative consultation, collaborative learning, narrative partnerships: Using a variety of models of self-reflection, students will engage in a regular practice of self-evaluation/critique regarding their own leadership development, especially relating both to the substance and process of their field study.</p>

**Changed****Questions****Current Version****Proposed Version**

**Criteria 4:  
Include diverse  
perspectives  
and  
contributions in  
the discipline  
such as: gender,  
culture, values,  
and/or societal  
perspectives.  
(ONLY using the  
Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite, copy  
and paste the  
area  
referenced.)**

No Value

Course Outline E: Develop models for understanding and evaluating the ways that effective leadership styles vary significantly based on gender and culture. Examine the historical and contemporary impact of women's leadership on U.S. and international social movements including women's leadership in the anti-slavery movement, the suffragist movement, the emergence of feminism in the late 1960s and its impact on the New Left, as well as contemporary (4th wave) feminism. Identify and compare the relationship between social categories such as race, class, gender, and sexual orientation and the development of grassroots leadership. Identify and explore key issues relating to the diverse population/demographic groups in our society (e.g., race, gender, class, sexual orientation, immigration status, disability, religion (or absence thereof), etc). Explore the ways that the leadership of women can be misperceived and underestimated as well as the virtues of forms of leadership typically associated with women.

**Changed****Questions****Current Version****Proposed Version**

**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

Course Outline C: Develop models for understanding and evaluating effective political leadership in contemporary and historical democratic social movements. Examine the meaning and uses of leadership and power, the student's and other people's, in multiple contexts. Compare and contrast the leadership histories of selected democratic social movement efforts, such as the feminist movement, the civil rights movement, the environmental movement, the labor movement and student movements. Understand, assess and practice strategic and tactical political planning for both institutional/formal and grassroots/community actions. Explore and practice effective task development and implementation in a field setting including but not limited to: mass recruitment and mobilization including the development of critical consciousness among constituents; effective management and retention of volunteers/members; development of other people's leadership; and, raising and managing material resources, including fundraising.




**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**


No Value

Methods of Evaluation B: The class requires 12 hours of community engagement and reflection on that engagement.

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b>	No Value	No Value
	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
❗	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	Outline D.3.: D. Compare and appraise the contemporary and historical micro and macro social dynamics in which democratic grassroots leaders have usually operated. 3. Identify and explore critical substantive issues facing our society around which grassroots leadership is developing (e.g., environmental sustainability, gender roles and gender inequality, the collapsing economy, joblessness, rising school fees, racism, etc)
❗	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	Outline H.1.: H. Analyze the histories of social movements and how they have obtained their goals. 1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.

Changed	Questions	Current Version	Proposed Version
	<b>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</b>	No Value	Outline H.1.: H. Analyze the histories of social movements and how they have obtained their goals. 1. Investigate the history and methods used by environmental movements in the twentieth century to build a sustainable society.

**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	<b>Name - Date Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Initiator - Indicate Edit "Y" When Completed</b>
			05/01 R. Gabriel / Dep Rep	Course Description	Needs complete sentence	
	<b>Stage 4: Division Dean</b>	No Value	No Value			

Changed Questions Current Version Proposed Version



Stage 5: SLO Coordinator

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/14/2024 & 5/17/2024	Mary Pape - SLO Coordinator	CSLO #1	Required	SLO Outcome must begin with a Bloom's Taxonomy verb. Remove the words "Student will". Suggestion: "Students Develop models for understanding and evaluating effective leadership in contemporary and historical democratic social movements, including but not limited to community organizing, electoral campaigns, non-profit and social service organizations, and non-governmental organizations.."	
5/14/2024 & 5/17/2024	Mary Pape - SLO Coordinator	CSLO #2	Required	SLO Outcome must begin with a Bloom's Taxonomy verb. Remove the words "Student will".	
5/14/2024 & 5/17/2024	Mary Pape - SLO Coordinator	CSLO #3	required	SLO Outcome must begin with a Bloom's Taxonomy verb. Remove the words "Student will".	



Stage 7: Content Review Matrix Liaison

No Value

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/24	Zack Judson	Matrix A	Required	Please complete Matrix A for your English advisory Great work. If you could please now include a brief summary of the areas cited.	incomplete - zj 6/4/24
6/12/24	Zack Judson	Matrix A	Required	"Site the area and briefly summarize the area referenced."	

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 8: AVP - Instruction	No Value	Date	Name - Role OR Part - Field Tab	Type of Edit	Edit		
			9/20/24	Gabriela Nocito Specifications - Suggested Reading List for AVPI	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.		
!	Stage 9: Articulation Officer	No Value	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			09/23/2024	Examples Specifications of Primary Texts	Required	Must have at least one textbook published within 7 years of Fall 2025 (2018 or more recent) You may want to avoid saying "various topics" in the third sentence. Courses with variable topics are automatically rejected for UC general education, and while it is clear to me that this is not a variable-topic course, I don't want to give them any cause to reject in the future if it's re-reviewed for any reason		
			09/23/2024	Basic Course Information	Course Description	Suggested		



Changed	Questions	Current Version	Proposed Version
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	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
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	<b>Stage 14: Curriculum Committee</b>	No Value	No Value
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### Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
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	<b>Curriculum ID</b>	ICSD027.
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	<b>Distance Education Approved</b>	Yes
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	<b>Board of Trustees Approval Date</b>	
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	<b>Curriculum Committee Approval Date</b>	
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	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
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	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
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	<b>Course Control Number</b>	CCC000535077
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### Articulation

Changed	Field	Current Version
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	<b>Course Crosswalk CRS- DEPT-NAME</b>	
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course Crosswalk CRS- NUMBER</b>	
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De Anza College  
**Change Report**  
08/01/2024

**Summary of Changes**

**Section**

**Changed field**

**General Information**

Changed	Field	Current Version	Proposed Version
	<b>Faculty Initiator</b>	• Mi Chang	• Shannon Hassett
	<b>Course ID (CB01A and CB01B)</b>	PSYCD004.	PSYCD004.
	<b>Course Control Number</b>	CCC000284017	CCC000284017
	<b>Course Title (CB02)</b>	Abnormal Psychology	Abnormal Psychology
	<b>Short Course Title</b>	ABNORMAL PSYCHOLOGY	ABNORMAL PSYCHOLOGY
	<b>TOP Code (CB03)</b>	2001.00	2001.00 Psychology, General
	<b>CIP Code</b>	Psychology, General	42.0101 Psychology, General
	<b>Department</b>	PSYC - Psychology	PSYC - Psychology
	<b>Effective Term</b>	Fall 2023	Fall <del>2023</del> <u>2025</u>
	<b>SAM Priority Code (CB09)</b>	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	This course explores psychological disorders and treatments, past and present, emphasizing current paradigms for the purpose of understanding what constitutes abnormal behavior, how disorders are assessed, classified, diagnosed and treated. Cultural, social, biomedical, gender and age influences will be addressed.	This course explores psychological disorders and <del>treatments, past their treatments.</del> <u>The impact of biological, psychological, and present, emphasizing current paradigms for sociocultural interactions on the purpose understanding of understanding</u> what constitutes <u>and causes</u> abnormal <del>behavior, behavior and</del> how disorders are assessed, classified, <del>diagnosed diagnosed,</del> and treated. Cultural, social, biomedical, gender and age influences <del>treated</del> will be <del>addressed.</del> <u>emphasized in light of historical and current paradigms.</u>
!	Course Type (CB27)	No value	<ul style="list-style-type: none"> <li>Lower Division</li> </ul>
!	Mode of Delivery	<ul style="list-style-type: none"> <li>Hybrid</li> </ul>	<ul style="list-style-type: none"> <li>Online</li> <li>Hybrid</li> </ul>

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	<ul style="list-style-type: none"> <li>Psychology</li> </ul>
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	<ul style="list-style-type: none"> <li>FHDA FSA - PSYCHOLOGY</li> </ul>

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

## Course Justification

Changed	Field	Current Version	Proposed Version
	<b>Course Justification</b>	This course is transferable to the UC and the CSU systems and private universities. It can be used as a general education class in the social science area for De Anza GE, CSU GE, and IGETC. It belongs on the Psychology ADT degree. This course provides a detailed overview of psychopathology, DSM V, and treatment of abnormal behavior.	This course is <del>transferable to the UC and the CSU systems and private universities. It can be used as a general education class in the social science area for</del> <u>UC transferable and fulfills De Anza GE, CSU GE, and IGETC. GE requirements.</u> It belongs on the Psychology ADT degree. This course <del>provides a detailed overview of psychopathology,</del> <u>introduces students to how the DSM V, V is used to diagnose psychopathology and treatment of abnormal behavior. compares possible treatments.</u>

## Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	<b>Stand-Alone Statement</b>	No value	

## Course Philosophy


Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	No value	

## Foothill Equivalency


Changed	Field	Current Version	Proposed Version
	<b>Foothill Faculty Consultation Name</b>	No value	

Changed	Field	Current Version	Proposed Version
	<b>Foothill Course ID</b>	PSYC F025.	PSYC F025.
	<b>Does the course have a Foothill equivalent?</b>	Yes	Yes


**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
	<b>Is this a mirrored credit/noncredit course?</b>	No value	<u>No</u>

**Cross-listed Course**

Changed	Field	Current Version	Proposed Version
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Changed	Field	Current Version	Proposed Version
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**Is this a cross-listed course?**

No value

No

### More Options

Changed	Field	Current Version	Proposed Version
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**Basic Skill Status (CB08)**

Course is not a basic skills course.

Course is not a basic skills course.

**Course Prior To College Level**

Not applicable.

Not applicable.

**Course Special Class Status (CB13)**

Course is not a special class.

Course is not a special class.

**Course Support Status (CB26)**

Course is not a support course

Course is not a support course

**Repeat Limit**

0

0

**Grade Options**

- Letter Grade
- Pass/No Pass

- Letter Grade
- Pass/No Pass

**Allow Students to Gain Credit by Exam/Challenge**

**Repeatability Statement**

No value

### Associated Programs

**Changed Field**

**Current Version**

**Proposed Version**

**Course is part of a program**

<b>Associated Program</b>	Associate in Arts in Psychology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Associate in Arts in Psychology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Liberal Arts (Social and Behavioral Sciences Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Liberal Arts (Social and Behavioral Sciences Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Liberal Arts (Social and Behavioral Sciences Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Liberal Arts (Social and Behavioral Sciences Emphasis)
<b>Award Type</b>	Associate in Arts (A.A.) Degree

<b>Associated Program</b>	Psychology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Psychology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Psychology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	Psychology for Transfer
<b>Award Type</b>	Associate in Arts for Transfer (A.A.-T.) Degree

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)



**Changed Field****Current Version****Proposed Version**

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	CSU GE
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

<b>Associated Program</b>	IGETC
<b>Award Type</b>	Certificate of Achievement-Advanced (COA-A)

**Transferability & Gen. Ed. Options****Changed Field****Current Version****Proposed Version****Transfer Status (CB05)**

Transferable to both UC and CSU

Transferable to both UC and CSU

Changed

Field

Current Version

Proposed Version

Course  
General  
Education  
Status  
(CB25)

Y

Y

Transfer  
Status

Approved

Approved



GE  
Information

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	• 2GDY - Approved.
-	No value

<b>System/Institution</b>	De Anza GE
<b>Area(s)</b>	• 2GDY - Approved.
-	No value

<b>System/Institution</b>	C-ID
<b>Area(s)</b>	• PSY - Approved.
-	C-ID PSY 120

<b>System/Institution</b>	C-ID
<b>Area(s)</b>	• PSY - Approved.
-	C-ID PSY 120

<b>System/Institution</b>	IGETC
<b>Area(s)</b>	• IG4X - Approved.
-	No value

<b>System/Institution</b>	Cal-GETC
<b>Area(s)</b>	• CA4X - Approved.
-	No value

<b>System/Institution</b>	CSU GE
<b>Area(s)</b>	• CGDY - Approved.
-	No value

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

Changed	Field	Current Version	Proposed Version
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	<b>Total Credit Units - Minimum Credit Units</b>	4	4
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	<b>Total Credit Units - Maximum Credit Units</b>	4	4
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### Speciality Hours

Changed	Field	Current Version	Proposed Version
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	<b>Speciality Hours</b>	No value	No value
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### Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	<b>COURSE CLASSIFICATION STATUS</b>	Credit Course.	Credit Course.
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	<b>Course Credit Status (CB04)</b>	Credit - Degree Applicable	Credit - Degree Applicable
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	<b>Course Non Credit Category (CB22)</b>	Credit Course.	Credit Course.
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	<b>Funding Agency Category (CB23)</b>	Not Applicable.	Not Applicable.
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	<b>Cooperative Work Experience Education Status (CB10)</b>	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Variable Credit Course</b>	<input type="checkbox"/>	<input type="checkbox"/>
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## Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

## SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

## Specifications

**Changed Field****Current Version****Proposed Version****Methods of Instruction****Methods of Instruction**

**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Discussion and problem solving performed in class  
 Homework and extended projects  
 Guest speakers  
 Collaborative learning and small group exercises

**Methods of Instruction**

Methods of Instruction  
**Methods of Instruction** Lecture and visual aids  
 Discussion of assigned reading  
 Discussion and problem solving performed in class  
 Homework and extended projects  
 Guest speakers  
 Collaborative learning and small group exercises

**Assignments**

1. Assigned readings from the required text and references.
2. Writing assignments where students use DSM V (Diagnostic and Statistical Manual) diagnostic criteria to diagnose selected case studies with a specific disorder and suggest appropriate treatment.
3. A writing assignment in which students examine and address a significant contemporary issue in abnormal psychology, then summarize and provide evidence for their conclusions and apply relevant course material.

1. Mid-term exams based on assigned readings and lecture/discussions, consisting of objective questions, such as multiple-choice and subjective questions, such as short answer or essay questions.
2. Writing assignments using the DSM V (Diagnostic and Statistical Manual) diagnostic criteria to diagnose case studies with specific disorders and discuss appropriate treatment.
3. A writing assignment in which students research a contemporary issue in abnormal psychology, then summarize and apply relevant course material.
4. Small group discussions in which students discuss a prompt provided by the instructor.
5. Final exam or final project.



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

Methods of Evaluation

**Methods of Evaluation**

1. Mid-term objective (multiple choice) exams will be evaluated on whether the student answered the question correctly.
2. Mid-term subjective (short answer/essay) exams will be graded using a rubric.
3. Writing assignments based on the DSM V will be evaluated using a rubric.
4. The contemporary issue writing assignment will be evaluated based on a rubric.
5. Small group discussions will be evaluated based on participation and content based on a rubric.
6. The final exam or project will be graded based on a rubric.

**Changed Field****Current Version****Proposed Version****Methods  
of  
Evaluation**

1. Mid-term examinations using a combination of objective, short answer and essay questions to evaluate the student's grasp of the theories, core concepts, methods of inquiry and significant empirical data that comprise the course content. The essay component will require critical thinking and analysis and/or synthesis of information.
2. Written reports based on DSM V (Diagnostic and Statistical Manual) diagnostic criteria, in which students critically analyze and evaluate selected case studies in order to diagnose a specific disorder and suggest appropriate treatment. Grading is based on the correct



**Changed Field****Current Version****Proposed Version**

diagnosis with criteria stated as support, a differential diagnosis ruled out and appropriate treatment is justified.

3. A written assignment in which students examine and address a significant contemporary issue in abnormal psychology, which requires the synthesis and critical analysis of relevant research. Students are required to then summarize and provide evidence for their conclusions and apply relevant course material. Grading is based on demonstrating that the student can synthesize, analyze and summarize different research and provide sufficient evidence to

**Changed Field****Current Version****Proposed Version**

support their conclusions and related the research to relevant course material.

4. A two-hour comprehensive final exam including multiple-choice questions and an essay component that will require students to summarize, integrate, and critically analyze the major theoretical perspectives, modes of inquiry, and the important core concepts examined throughout the course.



**Essential Student Materials/Essential College Facilities**

**Essential Student Materials:**

- None.

**Essential College Facilities:**

- None.

**Essential Student Materials:**

- None

**Essential College Facilities:**

- None



**Examples of Primary Texts and References**

<b>Title</b>	No value
<b>Author</b>	Hooley, Jill M., Butcher, James N., Nock, Matthew K., Susan Monika. Abnormal Psychology. 17th Edition. Essex, England: Pearson Education Limited, 2016.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	No value
<b>Author</b>	Kearney, Chris and Trull, Timothy J. Abnormal Psychology and Life: A Dimensional Approach. 3rd Edition. Boston, Massachusetts: Cengage Learning, 2017.
<b>Publisher</b>	No value
<b>Date/Edition</b>	No value
<b>ISBN</b>	No value

<b>Title</b>	Fundamentals of Psychological Disorders
<b>Author</b>	Bridley, Alexis and Daffin Jr, Lee
<b>Publisher</b>	Washington State University
<b>Date/Edition</b>	2022/3rd Edition
<b>ISBN</b>	No value

<b>Title</b>	Abnormal Psychology and Life: A Dimensional Approach
<b>Author</b>	Kearney, Chris and Trull, Timothy J.
<b>Publisher</b>	Cengage Learning
<b>Date/Edition</b>	2017/3rd Edition
<b>ISBN</b>	978-1337098106



**Suggested Reading List**

No value

**Reading List** Adler, A. "The Practice and Theory of Individual Psychology". Eastford, CT: Martino Fine Books, 2011.

**May include, but are not limited to** No value

**Reading List** American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. (DSM V) (5th Edition). Washington, D.C: American Psychiatric Association, 2013.

**May include, but are not limited to** No value

**Reading List** Barlow, David H., Durand, Vincent Mark and Hoffman, Stefan G. "Abnormal Psychology - An Integrative Approach". 8th Ed. Belmont, CA: Cengage Learning, 2017.

**May include, but are not limited to** No value

**Changed Field****Current Version****Proposed Version**

**Reading List** Comer, Ronald J and Comer, Jonathan S. Abnormal Psychology. 10th Edition. New York City, NY: Worth, 2017.

**May include, but are not limited to** No value

**Reading List** Corsini, R and Wedding, D. Current Psychotherapies. 10th Ed. Florence, KY: Cengage Advantage Books, 2013.

**May include, but are not limited to** No value

**Reading List** Freberg, L. Discovering Behavioral Neuroscience: An Introduction to Biological Psychology. 4th Edition. Boston, MA: Cengage Learning, 2018.

**May include, but are not limited to** No value

**Changed Field****Current Version****Proposed Version**

**Reading List** Groth-Marnet, G. and Wright, A. Jordan. Handbook of Psychological Assessment. 6th Edition. Hoboken, New Jersey: Wiley, 2016.

**May include, but are not limited to** No value

**Reading List** Holmes, David S. Abnormal, Clinical & Forensic Psychology. San Francisco, CA: Pearson Education, 2010.

**May include, but are not limited to** No value

**Reading List** Meyer, Robert G and Weaver, Christopher, M. Case Studies in Abnormal Behavior. 9th Edition. San Francisco, CA: Pearson, 2012.

**May include, but are not limited to** No value

**Changed Field****Current Version****Proposed Version**

**Reading List** Reiter, Michael D and Chenail, Ronald J. Behavioral, Humanistic-Existential, and Psychodynamic Approaches to Couples Counseling. New York, New York: Routledge, 2017.

**May include, but are not limited to** No value

**Reading List** Sapolsky, Robert M. Why Zebras Don't Get Ulcers. 3rd Edition. New York, New York: Holt Paperbacks, 2004.

**May include, but are not limited to** No value

**Reading List** Zindel, Segal V, Williams, M, Teasdale, J. Mindfulness-Based Cognitive Therapy for Depression. 2nd Edition. New York, NY: The Guilford Press, 2018.

**May include, but are not limited to** No value

## Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	<b>Course Objectives</b>	<ul style="list-style-type: none"><li>• Analyze and evaluate the various criteria applied to psychological abnormality</li><li>• Compare and contrast the different historical attitudes toward and treatment of psychopathology</li><li>• Evaluate the cultural, social, biomedical, gender and age influences in psychopathology and treatment</li><li>• Compare, contrast and critique the current paradigms in psychopathology and treatment</li><li>• Evaluate the strengths and weaknesses of the research methods used in abnormal psychology and specify under what conditions each would be used</li><li>• Evaluate the major features of clinical assessment, interpretation, and diagnosis with special emphasis on the Diagnostic and Statistical Manual of Mental Disorders (DSM-V)</li><li>• Apply DSM-V criteria to the analysis and interpretation of selected clinical case histories illustrating the major categories and selected sub-categories of psychological disorders listed in the DSM-V</li></ul>	<ul style="list-style-type: none"><li>• Distinguish historical paradigms from current views on psychological abnormality, disorders and treatments</li><li>• Integrate the cultural, social, biomedical, gender and age influences in psychopathology and treatment</li><li>• Summarize and examine the different types of research used in Abnormal Psychology</li><li>• Implement DSM V (Diagnostic and Statistical Manual) criteria when diagnosing case studies and determine the most appropriate treatments for each disorder</li></ul>



**Changed Field****Current Version****Proposed Version****CSLOs**

**CSLOs** Explain the symptoms and causes of psychological disorders and compare and contrast them.

**Expected SLO Performance** 0.0

**CSLOs** Explain the symptoms and causes of psychological disorders and compare and contrast them.

**Expected SLO Performance** 0.0

**CSLOs** Describe the different types of therapy and be able to apply them to specific case studies.

**Expected SLO Performance** 0.0

**CSLOs** Describe the different types of therapy and be able to apply them to specific case studies.

**Expected SLO Performance** 0.0

**Course Outline**



**Course  
Content**

1. Analyze and evaluate the various criteria applied to psychological abnormality
  1. Deviation from social norms and cultural relativity as criteria
  2. Statistical deviation
  3. Personal or subjective distress
  4. Dysfunctional, impaired or maladaptive self-defeating behavior
  5. Danger to oneself or others
  6. Biological criteria ( e.g. brain and /or endocrine dysfunction )
  7. Difficulties in defining psychological abnormality
2. Compare and contrast the different historical attitudes toward and treatment of psychopathology
  1. Prehistoric and ancient views and treatments: demonic possession and magic; trephination
  2. Early Greek and Roman (500 B.C. to A.D. 500) views and treatments: Hippocrates's four humors, and the emergence of the scientific model
  3. The Middle Ages (A.D. 500 to 1350) and the re-emergence of demonology and spiritual explanations; exorcisms
  4. The Renaissance (1400 to 1700) and the rise of asylums; Johann Weyer founder of modern psychopathology
  5. Europe and the United States in the 1700's: the reform movement ; V. Chiarugii, Phillipe Pinel, William Tuke, Benjamin Rush (father of American

1. Review and appraise the criteria applied to psychological abnormality
  1. Deviation from social norms taking into account cultural impact and historical influences
  2. Personal distress
  3. Dysfunctional behavior
  4. Danger to oneself or others
  5. Ruling out medical issues and medications
2. Compare and contrast the different historical paradigms and treatment of psychopathology
  1. Prehistoric and ancient views and treatments: demonic possession and witchcraft; trephination
  2. Early Greek and Roman (500 B.C. to A.D. 500) views and treatments: Hippocrates's four humors, and the emergence of the scientific model
  3. The Middle Ages (A.D. 500 to 1350) and the re-emergence of demonology and spiritual explanations; exorcisms
  4. The Renaissance (1400 to 1700) and the rise of asylums; Johann Weyer founder of modern psychopathology
  5. Europe and the United States in the 1700's: the reform movement ; V. Chiarugii, Phillipe Pinel, William Tuke, Benjamin Rush (father of American psychiatry), Dorothea Dix and the Moral Treatment Movement
  6. The 1800's and the 1900's and the development of the somatogenic perspective and the medical model, (William Greisinger and Emil Kraeplin); the psychogenic perspective, hypnotism and the development of the psychoanalytic model (Jean-Martin Charcot, Josef Breuer, and Sigmund Freud)
  7. The twentieth century and the development of modern therapies; psychotropic medications,

**Changed Field****Current Version****Proposed Version**

- | Changed Field | Current Version   | Proposed Version  |
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|               | <p>psychiatry), Dorothea Dix and the Mental Hygiene Movement</p> <p>6. The 1800's and the 1900's and the development of the somatogenic perspective and the medical model, (William Greisinger and Emil Kraeplin); the psychogenic perspective, hypnotism and the development of the psychoanalytic model (Jean-Martin Charcot, Josef Breuer, and Sigmund Freud)</p> <p>7. The twentieth century and the development of modern therapies; psychotropic medications, deinstitutionalization, community movement</p> <p>3. Evaluate the cultural, social, biomedical, gender and age influences in psychopathology and treatment</p> <ol style="list-style-type: none"> <li>1. Cultural views and psychological abnormality           <ol style="list-style-type: none"> <li>1. Cultural issues in the experience, meaning, expression of symptoms and views on treatments</li> <li>2. Culture-bound syndromes</li> </ol> </li> <li>2. Social factors and psychological abnormality           <ol style="list-style-type: none"> <li>1. Social trends in diagnosis (such as ADD)</li> <li>2. Social media's impact on symptoms (such as effects on self-esteem and social anxiety) and the number of individuals seeking treatment</li> <li>3. Media's portrayals of psychological</li> </ol> </li> </ol> | <p>deinstitutionalization, community treatment movement</p> <p>3. Review the cultural, social, biomedical, gender/sex and age influences in psychopathology and treatment</p> <ol style="list-style-type: none"> <li>1. Cultural views and psychological abnormality           <ol style="list-style-type: none"> <li>1. Cultural issues in the experience, meaning, expression of symptoms and views on treatments</li> <li>2. Culture-bound syndromes               <ol style="list-style-type: none"> <li>1. E.g., hikikomori</li> </ol> </li> <li>3. Religious views on disorders and treatments               <ol style="list-style-type: none"> <li>1. The effects on the individual</li> <li>2. Cult and cult-like institutions and their impact</li> </ol> </li> </ol> </li> <li>2. Social factors and psychological abnormality           <ol style="list-style-type: none"> <li>1. Social trends in diagnosis (such as ADD)</li> <li>2. Social media's impact on symptoms (such as Tik Tok and instagrams's effects on self-worth, body image, suicide, and social anxiety) and treatment</li> <li>3. Social media's impact on self-diagnosis and treatment               <ol style="list-style-type: none"> <li>1. Positive effects, such as: awareness, community, outreach, information, help</li> <li>2. Negative effects, such as: misdiagnosis; pathologizing typical behavior, emotions, and thoughts; misinformation; harmful advice and treatment; "arm chair psychology"; increasing stigma</li> </ol> </li> <li>4. Media's portrayals of psychological disorders and stigma</li> </ol> </li> </ol> |

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| disorders and stigma   | 4. Impact of technology on mental health and treatment (such as "smart phones", social media, artificial intelligence) | 5. Impact of technology on mental health and treatment (such as smart devices, social media, artificial intelligence, virtual/augmented reality) |
| 5. Political and environmental climate   | 6. Social support and lack thereof and the effects on symptoms and treatment   | 1. Negative effects, such as: false sense of connection, increasing isolation  |
| 6. Social support and lack thereof and the effects on symptoms and treatment                             | 3. Biomedical factors and psychological abnormality  | 2. Positive effects, such as: more treatment options; novel treatment options  |
| 1. Physical and medical conditions and their effects on symptoms and interactions with treatment         | 1. Physical and medical conditions and their effects on symptoms and interactions with treatment                       | 6. Political climate   |
| 2. Drugs: prescribed and recreational use and their effects on symptoms and interactions with treatments | 2. Drugs: prescribed and recreational use and their effects on symptoms and interactions with treatments               | 7. Environmental factors:  |
| 4. Gender and psychological abnormality  | 4. Gender and psychological abnormality  | 1. Food, financial and housing insecurity  |
| 1. Gender differences in the experience, expression of symptoms and views on treatments                  | 1. Gender differences in the experience, expression of symptoms and views on treatments                                | 2. Lack of health insurance  |
| 2. Biases due to gender differences  | 2. Biases due to gender differences  | 3. Limited community resources   |
| 5. Age and psychological abnormality   | 5. Age and psychological abnormality   | 4. Racism, discrimination  |
| 1. Age differences in the experience and expression of symptoms  | 1. Age differences in the experience and expression of symptoms  | 5. Bullying (in person, cyber, workplace)  |
| 2. Age trends in patterns of psychological disorders   | 2. Age trends in patterns of psychological disorders   | 6. Lack of safety  |
| 3. Age-related biases in diagnosis and   | 3. Age-related biases in diagnosis and   | 8. Social support and lack thereof and the effects on symptoms and treatment   |
|  |  | 1. More isolation and lack of community  |
|  |  | 3. Biomedical factors and psychological abnormality  |
|  |  | 1. Medical conditions and their effects on symptoms and interactions with treatment  |
|  |  | 2. Drugs: prescribed and recreational use and their effects on symptoms and interactions with treatments   |
|  |  | 3. Genetics/epigenetics  |
|  |  | 4. Brain chemicals: neurotransmitters and hormones   |
|  |  | 5. Brain structure/function differences  |
|  |  | 1. Impact of physical and emotional trauma on the brain  |

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- treatment
4. Compare, contrast and critique the current paradigms in psychopathology and treatment
    1. The biological paradigm: biological explanations of abnormal behavior
    2. The psychodynamic paradigm
      1. Freudian explanations of abnormal functioning and therapy
      2. Other psychodynamic explanations and therapies
      3. Attachment theory
    3. The behavioral paradigm
      1. Classical conditioning explanations and treatments of abnormal behavior
      2. Modeling explanations and treatments of abnormal behavior
      3. Operant explanations and treatments of abnormal behavior
    4. The cognitive paradigm: cognitive explanations and treatments of abnormal behavior
    5. The humanistic-existential model: humanistic-existential explanations and treatments of abnormal behavior
    6. General treatment models for abnormal psychological functioning
      1. Global therapies
      2. Problem-based therapies
      3. Individual therapy
      4. Group therapy

6. Treatments:
  1. ECT, TMS, brain stimulators, biofeedback, neuromodulation, nootropics
  2. Drugs
  3. Possible use of Human Connectome Project (brain mapping)
  4. Brain Mapping (MRI, fMRI, PET, CT)
4. Gender/sex and psychological abnormality
  1. Gender/sex differences in the experience, expression of symptoms and views on treatments
  2. Biases due to gender/sex differences
  3. Discrimination and prejudice
    1. LGBTQIA+ unique experiences
5. Age and psychological abnormality
  1. Age differences in the experience and expression of symptoms
  2. Age trends in patterns of psychological disorders
  3. Age-related biases in diagnosis and treatment
4. Compare, contrast and critique the current paradigms in psychopathology and treatment
  1. The biological paradigm: biological explanations and treatments
    1. Medical conditions masquerading as psychological conditions
    2. Co-occurring medical conditions and prescription drugs/interactions
    3. Recreational drug use
    4. Genetics/epigenetics
    5. Chemical imbalances
    6. Brain structure/function differences
    7. Impact of physical and emotional trauma on brain

**Changed Field****Current Version****Proposed Version**

Changed Field	Current Version	Proposed Version
	5. Family/Couples therapy	structures/function
	7. Alternative/Complementary Treatments	8. Treatments and side effects:
	1. Supplements/diet	1. ECT, TMS, brain stimulation,
	2. Meditative Practices	neuromodulation, biofeedback,
	3. Imagery and Hypnosis	psychotropics, nootropics,
	4. Acupuncture	psychedelics
	5. Art/Dance/Theater Therapy	2. The psychodynamic paradigm
	6. Recreation Therapy	1. Freudian explanations of abnormal functioning and therapy
	7. Somatic Therapies	2. Other psychodynamic explanations and therapies
	1. Somatic Experiencing	3. Attachment theory
	2. Yoga	1. Newer theories vs older theories
5. Evaluate the strengths and weaknesses of the research methods used in abnormal psychology and specify under what conditions each would be used		3. The behavioral paradigm
1. The case study method		1. Classical conditioning explanations and treatments of abnormal behavior
2. Correlational methods		2. Modeling explanations and treatments of abnormal behavior
3. The experimental method		3. Operant explanations and treatments of abnormal behavior
1. Demographic biases in research		
2. Ethical and legal issues in research		4. The cognitive paradigm: cognitive explanations and treatments of abnormal behavior
6. Evaluate the major features of clinical assessment, interpretation, and diagnosis with special emphasis on the Diagnostic and Statistical Manual of Mental Disorders (DSM-V)		1. Beliefs, thoughts
1. Assessment of the physical organism		5. The humanistic-existential model: humanistic-existential explanations and treatments of abnormal behavior
1. General physical examination		
2. Neuropsychological examination		6. General treatment models for abnormal psychological functioning
2. Psychological assessment		1. Problem-based therapies
1. Structured and unstructured interviews		2. Individual therapy
2. Mental status examination		3. Group therapy
3. Psychological testing: intelligence and personality		4. Family/Couples therapy
		7. Alternative/Complementary Treatments
		1. Supplements/nootropics/diet
		2. Meditative Practices
		3. Imagery and Hypnosis
		4. Breath work
		5. Acupuncture

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|  | <ul style="list-style-type: none"> <li>4. Behavioral assessment</li> <li>3. Using the Diagnostic and Statistical Manual of Mental Disorders DSM-V for the classification of mental disorders <ul style="list-style-type: none"> <li>1. Assumptions of DSM-V</li> <li>2. Reliability and validity in classification</li> <li>3. Issues in diagnosing and labeling</li> </ul> </li> <li>4. The diagnostic process <ul style="list-style-type: none"> <li>1. Client's reported symptoms</li> <li>2. Diagnostic criteria</li> <li>3. Differential diagnosis</li> <li>4. Final diagnosis</li> <li>5. Case formulation</li> <li>6. Problems of clinical misinterpretation</li> <li>7. Comparison to World Health Organization global standards</li> </ul> </li> <li>7. Apply DSM-V criteria to the analysis and interpretation of selected clinical case histories illustrating the major categories and selected sub-categories of psychological disorders listed in the DSM-V <ul style="list-style-type: none"> <li>1. Anxiety and anxiety related disorders <ul style="list-style-type: none"> <li>1. Panic disorder</li> <li>2. Agoraphobia</li> <li>3. Social phobia/Social anxiety</li> <li>4. Obsessive-compulsive disorder</li> <li>5. Generalized anxiety disorder</li> <li>6. Specific phobias</li> <li>7. Acute Stress Disorder and Post Traumatic Stress Disorder</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>6. Art and Theater Therapy</li> <li>7. Recreation Therapy <ul style="list-style-type: none"> <li>1. Impact of nature</li> </ul> </li> <li>8. Somatic Therapies <ul style="list-style-type: none"> <li>1. Somatic Experiencing</li> <li>2. Yoga</li> <li>3. Dance</li> <li>4. Movement</li> <li>5. Rosen Method</li> </ul> </li> <li>5. Assess the strengths and weaknesses of the research methods used in abnormal psychology and specify under what conditions each would be used <ul style="list-style-type: none"> <li>1. The case study method</li> <li>2. Correlational methods</li> <li>3. The experimental method <ul style="list-style-type: none"> <li>1. Demographic biases in research</li> <li>2. Ethical and legal issues in research</li> </ul> </li> </ul> </li> <li>6. Review the major features of clinical assessment, interpretation, and diagnosis with special emphasis on the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) <ul style="list-style-type: none"> <li>1. Assessment of the individual <ul style="list-style-type: none"> <li>1. General physical examination</li> <li>2. Neuropsychological examination</li> </ul> </li> <li>2. Psychological assessment <ul style="list-style-type: none"> <li>1. Structured and unstructured interviews</li> <li>2. Mental status examination</li> <li>3. Psychological testing: intelligence and personality</li> <li>4. Behavioral assessment</li> </ul> </li> </ul> </li> <li>3. Using the Diagnostic and Statistical Manual of Mental Disorders DSM-V for the classification of mental disorders <ul style="list-style-type: none"> <li>1. Assumptions of DSM-V</li> <li>2. Reliability and validity in classification</li> <li>3. Issues in diagnosing and labeling</li> </ul> </li> <li>4. The diagnostic process <ul style="list-style-type: none"> <li>1. Client's reported symptoms</li> <li>2. Observed symptoms/behaviors</li> </ul> </li> </ul> |
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**Changed Field****Current Version****Proposed Version**

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8. Treatments for anxiety disorders	3. Diagnostic criteria
2. Mood disorders	4. Differential diagnosis
1. Major depressive disorder	5. Final diagnosis
2. Dysthymic disorder	6. Problems of clinical misinterpretation and misdiagnosis
3. Bipolar disorder (Type I and II)	7. Comparison to World Health Organization (WHO) global standards (ICD-10)
4. Cyclothymic disorder	7. Integrate DSM-V criteria to the analysis and interpretation of selected clinical case histories illustrating the major categories and selected sub-categories of psychological disorders listed in the DSM-V
5. Treatments for mood disorders	1. Anxiety and anxiety related disorders
3. Eating disorders	1. Panic disorder
1. Anorexia nervosa	2. Agoraphobia
2. Bulimia nervosa	3. Social phobia/Social anxiety
3. Binge Eating Disorder	4. Obsessive-compulsive disorder and other compulsive disorders (such as hoarding)
4. Treatments for eating disorders	5. Generalized anxiety disorder
4. Substance related disorders	6. Specific phobias
1. Alcohol use disorders	7. Treatments
2. Amphetamine use disorders	2. Stress/Trauma Related Disorders
3. Cannabis use disorders	1. Acute Stress Disorder
4. Cocaine use disorders	2. Post Traumatic Stress Disorder
5. Hallucinogenic use disorders	3. Complex PTSD (not in DSM V)
6. Opioid use disorders	4. Developmental Trauma Disorder (not in DSM V)
7. Sedative, hypnotic, or anxiolytic substance use disorders	5. Treatments
8. Treatments for substance related disorders	3. Mood disorders
5. Sexual disorders	1. Major depressive disorder
1. Sexual dysfunctions	2. Dysthymic disorder
2. Paraphilias	3. Bipolar disorder (Type I and II)
3. Treatments for sexual disorders	4. Cyclothymic disorder
6. Schizophrenia and other psychotic disorders	5. Treatments
1. Schizophrenia	4. Eating disorders
2. Schizophreniform disorder	1. Anorexia nervosa
	2. Bulimia nervosa
	3. Binge Eating Disorder
	4. Treatments
	5. Substance related disorders



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3. Schizoaffective disorder	1. Alcohol use disorders
4. Delusional disorder	2. Amphetamine use disorders
5. Shared psychotic disorder	3. Cannabis use disorders
6. Treatments for psychotic disorders	4. Cocaine use disorders
7. Personality disorders	5. Hallucinogenic use disorders
1. Paranoid personality disorder	6. Opioid use disorders
2. Schizoid personality disorder	7. Sedative, hypnotic, or anxiolytic substance use disorders
3. Schizotypal personality disorder	8. Prescription abuse (Adderall, Ritalin, weight loss drugs)
4. Antisocial personality disorder	9. Treatments
5. Borderline personality disorder	6. Other addictive disorders
6. Histrionic personality disorder	1. Gambling
7. Narcissistic personality disorder	2. Possible gaming
8. Avoidant personality disorder	3. Possible sexual
9. Dependent personality disorder	4. Treatments
10. Obsessive-compulsive personality disorder	7. Sexual disorders
11. Treatments for personality disorders	1. Sexual dysfunctions
8. Somatic Symptom and Related Disorders	2. Paraphilias
1. Somatization disorder	3. Related to assault/abuse
2. Conversion disorder	4. Treatments
3. Hypochondriasis disorder	8. Schizophrenia and other psychotic disorders
4. Body dysmorphic disorder	1. Schizophrenia
5. Pain disorder	2. Schizophreniform disorder
6. Treatments for somatic symptom and related disorders	3. Schizoaffective disorder
9. Factitious disorders	4. Delusional disorder
10. Dissociative disorders	5. Shared psychotic disorder
1. Dissociative amnesia	6. Substance-induced
2. Dissociative fugue	7. Treatments
	9. Personality disorders
	1. Paranoid personality disorder
	2. Schizoid personality disorder
	3. Schizotypal personality disorder
	4. Antisocial personality disorder
	5. Borderline personality disorder
	6. Histrionic personality disorder
	7. Narcissistic personality disorder
	8. Avoidant personality disorder

**Changed Field****Current Version****Proposed Version**

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| <ul style="list-style-type: none"> <li>3. Dissociative identity disorder</li> <li>4. Depersonalization disorder</li> <li>5. Treatments for dissociative disorders</li> <li>11. Neurodevelopmental Disorders           <ul style="list-style-type: none"> <li>1. Intellectual Disabilities</li> <li>2. Specific Learning Disorder</li> <li>3. Attention-deficit disorders</li> <li>4. Communication disorders</li> <li>5. Motor disorders</li> <li>6. Autism Spectrum Disorders</li> <li>7. Treatments for Neurodevelopmental disorders</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>9. Dependent personality disorder</li> <li>10. Obsessive-compulsive personality disorder</li> <li>11. Treatments</li> <li>10. Somatic Symptom and Related Disorders           <ul style="list-style-type: none"> <li>1. Somatization disorder</li> <li>2. Conversion disorder</li> <li>3. Hypochondriasis disorder</li> <li>4. Body dysmorphic disorder</li> <li>5. Pain disorder</li> <li>6. Problems with this category               <ul style="list-style-type: none"> <li>1. Possibility the organic cause has yet to be found</li> </ul> </li> <li>7. Treatments</li> </ul> </li> <li>11. Factitious disorders           <ul style="list-style-type: none"> <li>1. Munchausen syndrome</li> <li>2. Munchausen syndrome by proxy</li> <li>3. vs. malingering/faking</li> <li>4. Treatments</li> </ul> </li> <li>12. Dissociative disorders           <ul style="list-style-type: none"> <li>1. Dissociative amnesia</li> <li>2. Dissociative fugue</li> <li>3. Dissociative identity disorder</li> <li>4. Depersonalization disorder</li> <li>5. Derealization disorder</li> <li>6. Treatments</li> </ul> </li> <li>13. Neurodevelopmental Disorders           <ul style="list-style-type: none"> <li>1. Intellectual Disabilities</li> <li>2. Learning Disorders</li> <li>3. Attention-deficit disorders</li> <li>4. Communication disorders</li> <li>5. Motor disorders</li> <li>6. Autism Spectrum Disorders</li> <li>7. Blindness, deafness</li> <li>8. Treatments</li> </ul> </li> </ul> |
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**Lab Component in this Course**

No

No

**Lab Outline**





No value

No value

**Req/Adv**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Prerequisite(s):</b>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value
	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	EWRT D001A or EWRT D01AH or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	<b>General Course Statement(s) - Other:</b>	No Value	No Value

**Curriculum Office**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<b>Banner Start Term (202122)</b>	202122	No Value
	<b>Banner Division</b>	2SS	No Value
	<b>Catalog Term (21-22)</b>	23-24	No Value
	<b>5 Year Revision Year (2021)</b>	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	Effective Quarter	Fall	No Value
!	Effective Year (2021)	2023	No Value
	Sort ID (00 < 10; 0 < 100)	PSYC 004	PSYC 004
	Course Status	Non-substantial	Non-substantial
!	Course Status Code	A	No Value
!	Banner Department	PSYC	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	06/18/2019	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> Noncredit Enhanced Funding Indicator	N	No Value
	<b>!</b> In Service Indicator	N	No Value
	<b>!</b> Sports/Physical Education Course Indicator	N	No Value
	<b>!</b> COA Code	C	No Value
	<b>!</b> Fund Code	114000	No Value
	<b>!</b> Organization Code	239006	No Value

Changed	Questions	Current Version	Proposed Version
!	Account Code	1320	No Value
!	Program Code	200100	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2020 to 2018 per redistribution)</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>(mc-changed 5-yr rev yr from 2020 to 2018 per redistribution)</li> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

### Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	Basic Course Information	No Value	Description update Course justification update
	Units and Hours	No Value	No Value
!	Specifications	No Value	Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Added clear criteria for evaluation Updated textbooks and references to reflect current publications
!	Outline	No Value	Deleted course objective(s) Updated course objective(s) Updated content within course objective(s)
	Other	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; 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

### 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 A. Mid-term exams based on assigned readings and lecture/discussions, consisting of multiple-choice and short answer or essay questions.



**Objective 2: Compose essays drawn from personal experience and assigned texts.**

No Value

Assignment C. A writing assignment in which students research a contemporary issue in abnormal psychology, then summarize and apply relevant course material.



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 C. A writing assignment in which students research a contemporary issue in abnormal psychology, then summarize and apply relevant course material.
!	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	Assignment C. A writing assignment in which students research a contemporary issue in abnormal psychology, then summarize and apply relevant course material.
!	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	Assignment C. A writing assignment in which students research a contemporary issue in abnormal psychology, then summarize and apply relevant course material.

### 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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
	<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>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.</b>	No Value	No Value
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	<b>Objective 9: Demonstrate appropriate grammar usage and mechanics.</b>	No Value	No Value
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### C-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Create  
compositions  
about fiction  
and non-fiction  
texts from  
many cultural  
and social  
perspectives in  
a variety of  
genres.**

No Value

No Value

---

**Objective 2:  
Compose a  
focused,  
purposeful,  
developed  
paper of 500  
words or more  
that engages  
with, responds  
to, or is  
inspired by  
written or  
visual texts.**

No Value

No Value

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**Objective 3:  
Produce  
written work  
using a cyclical  
process of  
multiples 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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.</b>		
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No Value

No Value

### **D-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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>		
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No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**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

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**Objective 2:**  
**Investigate the use of mathematics in real world.**

No Value

No Value

---

**Objective 3:**  
**Explore functions.**

No Value

No Value

---

**Objective 4:**  
**Develop linear function models.**

No Value

No Value

---

**Objective 5:**  
**Use systems of two linear equations to solve real world problems.**

No Value

No Value

---

**Objective 6:**  
**Use linear inequalities in one variable to solve real world problems.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 7: Examine exponential expressions and develop exponential function models.</b>	No Value	No Value
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	<b>Objective 8: Examine logarithmic expressions and develop logarithmic function models.</b>	No Value	No Value
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	<b>Objective 9: Develop quadratic function models to solve problems.</b>	No Value	No Value
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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**

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

No Value

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**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 3:**  
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

No Value

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**Objective 4:**  
Develop linear function models to solve problems.

No Value

No Value

---

**Objective 5:**  
Use systems of two linear equations to solve real-world problems.

No Value

No Value

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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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Objective 9: Explore arithmetic sequences and series.</b>	No Value	No Value
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	<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
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### **F-Matrix Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:**  
**Develop,**  
**throughout the**  
**course as**  
**applicable,**  
**systematic**  
**problem**  
**solving**  
**methods.**

No Value

No Value

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**Objective 2:**  
**Solve problems**  
**involving**  
**arithmetic**  
**operations,**  
**including**  
**fractions,**  
**percents and**  
**decimals.**

No Value

No Value

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**Objective 3:**  
**Apply the order**  
**of operations to**  
**evaluate signed**  
**numerical**  
**expressions.**

No Value

No Value

---

**Objective 4:**  
**Solve problems**  
**involving**  
**operations with**  
**signed**  
**numbers.**

No Value

No Value

---

**Objective 5:**  
**Explore the**  
**characteristics**  
**and properties**  
**of real**  
**numbers.**

No Value

No Value

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**Objective 6:**  
**Use estimation**  
**to determine**  
**approximate**  
**solutions and**  
**to check the**  
**reasonableness**  
**of answers.**

No Value

No Value

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 7:  
Explore rates  
and ratios and  
use proportions  
to solve  
problems.**

No Value

No Value

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**Objective 8:  
Explore, as  
applicable  
throughout the  
course, the  
geometry of  
mathematical  
measurements  
and solve  
problems  
involving  
geometric  
figures and  
formulas.**

No Value

No Value

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**Objective 9:  
Explore the use  
of variables in  
expressions  
and evaluate  
algebraic  
expressions.**

No Value

No Value

---

**Objective 10:  
Solve linear  
equations in  
one variable  
numerically and  
algebraically.**

No Value

No Value

---

**Objective 11:  
Graph linear  
relationships  
on a Cartesian  
coordinate by  
plotting  
ordered pairs.**

No Value

No Value

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**Changed**

**Questions**

**Current Version**

**Proposed Version**

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**Objective 12:  
Investigate,  
throughout the  
course as  
applicable, how  
mathematics  
has developed  
as a human  
activity around  
the world.**

No Value

No Value

### **G-Matrix Form**

**Changed**

**Questions**

**Current Version**

**Proposed Version**

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**If the requisite  
does not fall  
under an A-F  
Matrix,  
download the  
Content  
Review Matrix  
G from the  
Reference  
Materials, and  
follow the  
remaining  
instructions on  
the form. If a  
requisite falling  
under Matrix G  
is being  
removed,  
provide an  
explanation as  
to why.**

No Value

No Value

### **H-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<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 Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.</b>	No Value	No Value

**De Anza GE Form**

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**Changed****Questions****Current Version****Proposed Version**

**Criteria 1:  
Present core  
concepts and  
scope that  
define the  
discipline.  
(ONLY using  
the Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite,  
copy and paste  
the area  
referenced.)**

No Value

Assignments A. Mid-term exams based on assigned readings and lecture/discussions, consisting of objective questions, such as multiple-choice and subjective questions, such as short answer or essay questions.



**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

Methods of Evaluation: Small group discussions will be evaluated based on participation and content based on a rubric. Assignments: A writing assignment in which students research a contemporary issue in abnormal psychology, then summarize and apply relevant course material.

**Changed****Questions****Current Version****Proposed Version**

**Criteria 3:  
Stimulate  
critical thinking.  
(ONLY using  
the Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite,  
copy and paste  
the area  
referenced.)**

No Value

Methods of Evaluation: Small group discussions will be evaluated based on participation and content based on a rubric. Assignments: A writing assignment in which students research a contemporary issue in abnormal psychology, then summarize and apply relevant course material.



**Criteria 4:  
Include diverse  
perspectives  
and  
contributions in  
the discipline  
such as:  
gender, culture,  
values, and/or  
societal  
perspectives.  
(ONLY using  
the Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite,  
copy and paste  
the area  
referenced.)**

No Value

Outline: C. C. Review the cultural, social, biomedical, gender/sex and age influences in psychopathology and treatment



**Criteria 5:  
Provide global  
and historical  
context. (ONLY  
using the  
Outline,  
Assignments or  
Methods of  
Evaluation  
areas, cite,  
copy and paste  
the area  
referenced.)**

No Value

Outline: C. 1. 1. Cultural views and psychological abnormality Outline: B. Compare and contrast the different historical paradigms and treatment of psychopathology



Changed	Questions	Current Version	Proposed Version
	<p><b>!</b> <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	<p>Outline: E. Assess the strengths and weaknesses of the research methods used in abnormal psychology and specify under what conditions each would be used            Outline: G. Integrate DSM-V criteria to the analysis and interpretation of selected clinical case histories illustrating the major categories and selected sub-categories of psychological disorders listed in the DSM-V            Methods of Evaluation: Small group discussions will be evaluated based on participation and content based on a rubric.</p>

**De Anza GE - ESGC Form**

Changed	Questions	Current Version	Proposed Version
	<p><b>Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.</b></p>	No Value	No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.</b>	No Value	No Value
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	<b>Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.</b>	No Value	No Value
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	<b>Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.</b>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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	<p><b>Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.</b></p>	No Value	No Value
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### Comments

Changed	Questions	Current Version	Proposed Version
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	<p><b>Stage 2: Department Chair</b></p>	No Value	No Value
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	<p><b>Stage 3: Division Curriculum Representative</b></p>	No Value	No Value
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	<p><b>Stage 4: Division Dean</b></p>	No Value	No Value
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	<p><b>Stage 5: SLO Coordinator</b></p>	No Value	No Value
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	<p><b>Stage 7: Content Review Matrix Liaison</b></p>	No Value	No Value
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	<p><b>Stage 8: AVP - Instruction</b></p>	No Value	No Value
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	<p><b>Stage 9: Articulation Officer</b></p>	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	<b>Stage 11: ESGC Faculty Coordinator</b>	No Value	No Value
	<b>Stage 14: 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>	PSYCD004.
	<b>Distance Education Approved</b>	Yes
	<b>Board of Trustees Approval Date</b>	
	<b>Curriculum Committee Approval Date</b>	
	<b>Time to Next Review</b>	Sep 1, 2023 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2018 12:00:00 AM
	<b>Course Control Number</b>	CCC000284017

### Articulation

Changed	Field	Current Version
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<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-DEPT-</b>	
	<b>NAME</b>	

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	<b>Course</b>	
	<b>Crosswalk</b>	
	<b>CRS-NUMBER</b>	

De Anza College  
**Change Report**  
 10/09/2024

**Summary of Changes**

<b>Section</b>	<b>Changed field</b>
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
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 and Objectives	CSLOs
Req/Adv	Advisory(ies):
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

<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	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
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
Course Justification	Course Justification
Course Philosophy	Course Philosophy
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

## Section

## Changed field

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Cross-listed Course

Is this a cross-listed course?

## General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• Veronica Acevedo Avila
	Course ID (CB01A and CB01B)	READD070.	READD070.
	Course Control Number	CCC000343942	CCC000343942
	Course Title (CB02)	Reading Across the Disciplines	Reading Across the Disciplines
	Short Course Title	RDNG ACROSS DISCIPLINES	RDNG ACROSS DISCIPLINES
	TOP Code (CB03)	1501.00	1501.00 English
	CIP Code	English Language and Literature, General	23.0101 English Language and Literature, General
	Department	READ - Reading	READ - Reading
!	Effective Term	Fall 2023	Fall <del>2023</del> <u>2025</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	Improve comprehension of reading materials in a specific content-area course through the application of reading strategies and critical analysis of reading materials specific to course. This course offered in coordination with specific sections of content area courses.	Improve comprehension of reading materials in a specific content-area course through the application of <u>post-secondary</u> reading strategies and critical analysis of reading <del>materials specific to course. This course offered</del> <u>materials. Engagement in coordination with specific sections the development of reading comprehension using a diverse selection of content area courses. literary genres from various cultural perspective across the disciplines. An in-depth study of the reading discipline to promote analysis, problem-solving, reflective judgement, and interpretation skills all of which foster intellectual growth</u>
!	Course Type (CB27)	No value	• Lower Division



Changed	Field	Current Version	Proposed Version
!	Mode of Delivery	• NA	• In person ONLY

### Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Reading
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - READING

### Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

### Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course connects instruction in reading to specific texts in content area classes so that it is particularly helpful for students who need additional instruction in improving their reading comprehension skills. The course is CSU transferable and is a stand-alone course.	This course <del>connects</del> <u>may be used to connect</u> instruction in reading to specific texts in content area classes so that it is particularly helpful for students who need additional instruction in improving their reading comprehension skills. The course is CSU transferable and is a stand-alone course.

### Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

## Course Philosophy

Changed	Field	Current Version	Proposed Version
	<b>Course Philosophy</b>	Our philosophy is to assist students in their efforts critically understand collegiate course readings. This course can be easily differentiated from tutoring in that it is a survey of specific strategies and skills that students employ to improve comprehension. Readers are taught autonomy and self monitoring skills through the learning process.	<del>Our philosophy- It is essential to assist students- guide and support student</del> in their efforts <u>to</u> critically understand collegiate course readings. <del>This course can be easily differentiated from tutoring-</del> <u>The teaching of post-secondary reading moves beyond tutorial assistance and engages</u> in <del>that it is a</del> <u>survey- an array</u> of specific strategies and skills that students employ to improve <del>comprehension-</del> <u>and evolve comprehension and analysis of academic texts.</u> Readers are <del>taught autonomy-</del> <u>introduced to the practice of metacognition and self-monitoring- self-reflection concepts to build and strengthen rhetorical</u> skills through the learning <del>process-</del> <u>and abilities.</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

## 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
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	Is this an honors/non-honors course?	No value	<u>No</u>
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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 value	<u>No</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 value	<u>No</u>
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### More Options

Changed	Field	Current Version	Proposed Version
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	<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.
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	<b>Course Special Class Status (CB13)</b>	Course is not a special class.	Course is not a special class.
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	<b>Course Support Status (CB26)</b>	Course is a support course	Course is 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	
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### 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	<table border="1"> <tbody> <tr> <td>System/Institution</td> <td>De Anza GE</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> <li>2SUE - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </tbody> </table>	System/Institution	De Anza GE	Area(s)	<ul style="list-style-type: none"> <li>2SUE - Approved.</li> </ul>	-	No value	<table border="1"> <tbody> <tr> <td>System/Institution</td> <td>De Anza GE - Supplemental</td> </tr> <tr> <td>Area(s)</td> <td> <ul style="list-style-type: none"> <li>2SUE - Approved.</li> </ul> </td> </tr> <tr> <td>-</td> <td>No value</td> </tr> </tbody> </table>	System/Institution	De Anza GE - Supplemental	Area(s)	<ul style="list-style-type: none"> <li>2SUE - Approved.</li> </ul>	-	No value
System/Institution	De Anza GE														
Area(s)	<ul style="list-style-type: none"> <li>2SUE - Approved.</li> </ul>														
-	No value														
System/Institution	De Anza GE - Supplemental														
Area(s)	<ul style="list-style-type: none"> <li>2SUE - Approved.</li> </ul>														
-	No value														

### Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	1	1
	Lecture Hours - Out of Class	2	2
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Out of Class	0	0

**Course Student Hours - Profile Name: Default Profile**

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	36	36
	Lecture Hours - Course In-Class (Contact) per Term	12	12
	Lecture Hours - Course Out-of-Class per Term	24	24
	Laboratory Hours - Course In-Class (Contact) per Term	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	12	12
	Total - Course Out-of-Class Hours	24	24
	Total Credit Units - Minimum Credit Units	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
	<b>Total Lecture Hours per Term</b>	36	36
	<b>Total Laboratory Hours per Term</b>	-	0

Changed	Field	Current Version	Proposed Version
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

**SKIP**

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

**Specifications**

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	<p><b>Methods of Instruction</b></p> <p><b>Methods of Instruction</b> Lecture and visual aids. Discussion of assigned reading. Collaborative learning and small group exercises. Collaborative projects</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. Collaborative learning and small group exercises. Collaborative projects</p>
	Assignments	<p>1. Reading</p> <p>1. Assign readings and discussion based on content course texts and other sources</p> <p>2. Supplement readings from library and internet</p> <p>2. Writing: Demonstrate reading comprehension through use of various methods, tailored for a specific content-course section, such as: journals; reports; critiques; analyses; summaries; paraphrasing; mapping; outlining; presentations; and short responses to author's arguments; which will be returned to students with instructor commentary and grades, as appropriate.</p>	<p>1. Reading</p> <p>1. Assign readings and discussion based on content course texts and other sources</p> <p>2. Supplement readings from library and internet</p> <p>2. Writing: Demonstrate reading comprehension through use of various methods, tailored for a specific content-course section, such as: journals; reports; critiques; analyses; summaries; paraphrasing; mapping; outlining; presentations; and short responses to author's arguments; which will be returned to students with instructor commentary and grades, as appropriate.</p>



**Methods of Evaluation**

**Methods of Evaluation**

**Methods of Evaluation**

1. Quizzes testing reading comprehension and vocabulary knowledge
2. Short answer essay questions on readings to demonstrate ability to interpret and synthesize text
3. Individual assessment based on learning styles to evaluate ability to select appropriate comprehension strategies
4. Small group presentation on projects to assess ability to critically evaluate and apply information.
5. Portfolios to demonstrate reading and writing comprehension and critical thinking.
6. Reports and summaries of readings to demonstrate comprehension and application of reading comprehension strategies.
7. Midterm and final examinations to demonstrate ability to comprehend, interpret, and critically analyze information.

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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>• 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>None.</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>	None.	<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>They Say / I Say</td></tr> <tr><td><b>Author</b></td><td>Graff, Gerald and Birkenstein, Cathy.</td></tr> <tr><td><b>Publisher</b></td><td>WW. Norton &amp; Company</td></tr> <tr><td><b>Date/Edition</b></td><td>July 2021. 5th ed.</td></tr> <tr><td><b>ISBN</b></td><td>978-0393538700</td></tr> </table> <table border="1"> <tr><td><b>Title</b></td><td>Reading Critically Writing Well: A Reader and Guide</td></tr> <tr><td><b>Author</b></td><td>Axelrod, Rise A., Cooper, Charles R., Carillo, Ellen C.</td></tr> <tr><td><b>Publisher</b></td><td>Bedford/St. Martin's</td></tr> <tr><td><b>Date/Edition</b></td><td>Oct. 2022</td></tr> <tr><td><b>ISBN</b></td><td>978-1319332297</td></tr> </table>	<b>Title</b>	They Say / I Say	<b>Author</b>	Graff, Gerald and Birkenstein, Cathy.	<b>Publisher</b>	WW. Norton & Company	<b>Date/Edition</b>	July 2021. 5th ed.	<b>ISBN</b>	978-0393538700	<b>Title</b>	Reading Critically Writing Well: A Reader and Guide	<b>Author</b>	Axelrod, Rise A., Cooper, Charles R., Carillo, Ellen C.	<b>Publisher</b>	Bedford/St. Martin's	<b>Date/Edition</b>	Oct. 2022	<b>ISBN</b>	978-1319332297
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**Suggested Reading List**

No value

**Reading List** Wintner, Gene. "Textcerpts: Mastering College Textbook Reading." 2nd edition, Longman: NY 2006.

**May include, but are not limited to** No value

**Reading List** Nist, Sherrie L., and William Diehl. "Developing Textbook Thinking." 5th ed., Houghton Mifflin: Boston 2001.

**May include, but are not limited to** No value

**Reading List** McWhorter, Kathleen T.. "Reading Across the Disciplines." 6th ed., Pearson: NY 2014.

**May include, but are not limited to** No value

**Reading List** Birkenstein, Cathy and Graff, Gerald. "They Say I Say, The Moves That Matter in Persuasive Writing." W.W. Norton and Company: NY 2009.

**May include, but are not limited to** No value

Changed	Field	Current Version	Proposed Version
		<p><b>Reading List</b> Maimon, Elaine P., et al.. "The Brief McGraw-Hill Handbook." 2nd Ed., McGraw-Hill: NY 2011</p>	
		<p><b>May include, but are not limited to</b> No value</p>	

### Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Identify metacognitive reading process</li> <li>• Apply metacognitive reading processes</li> <li>• Evaluate metacognitive processes</li> <li>• Review text comprehension strategies</li> <li>• Apply text comprehension strategies</li> <li>• Evaluate text comprehension strategies</li> <li>• Critically analyze text</li> <li>• Identify genre of text</li> <li>• Analyze different genres of text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify metacognitive reading process</li> <li>• Apply metacognitive reading processes</li> <li>• Evaluate metacognitive processes</li> <li>• Review text comprehension strategies</li> <li>• Apply text comprehension strategies</li> <li>• Evaluate text comprehension strategies</li> <li>• Critically analyze text</li> <li>• Identify genre of text</li> <li>• Analyze different genres of text(s)</li> </ul>

**Changed Field**

**Current Version**

**Proposed Version**



**CSLOs**

<b>CSLOs</b>	Students will decide the most appropriate meta-cognitive reading process for a reading.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Students will decide the most appropriate meta-cognitive reading process for a reading.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Students will evaluate the levels of support for an author's main idea.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Students will evaluate the levels of support for an author's main idea.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Reflect critically among and between the text, self, and others.
<b>Expected SLO Performance</b>	0.0

<b>CSLOs</b>	Analyze literary texts through a post secondary reading lens to deepen an understanding of the cultural aesthetic and elements of the text.
<b>Expected SLO Performance</b>	0.0

**Course Outline**

Empty area for Course Outline content.

Changed	Field	Current Version	Proposed Version
!	Course Content	<ol style="list-style-type: none"> <li>1. Identify metacognitive reading process               <ol style="list-style-type: none"> <li>1. Describe reading process chronologically                   <ol style="list-style-type: none"> <li>1. Before reading</li> <li>2. During reading</li> <li>3. After reading</li> </ol> </li> <li>2. Describe reading process cognitively                   <ol style="list-style-type: none"> <li>1. schema activation</li> <li>2. memory strategies</li> </ol> </li> </ol> </li> <li>2. Apply metacognitive reading processes               <ol style="list-style-type: none"> <li>1. Discuss possible processes</li> <li>2. Select appropriate processes</li> <li>3. Demonstrate selected processes</li> </ol> </li> <li>3. Evaluate metacognitive processes               <ol style="list-style-type: none"> <li>1. Select processes</li> <li>2. Practice processes</li> <li>3. Explain why selected processes</li> <li>4. Assess effectiveness of processes</li> </ol> </li> <li>4. Review text comprehension strategies               <ol style="list-style-type: none"> <li>1. Describe reading strategies                   <ol style="list-style-type: none"> <li>1. Increase speed (e.g. chunking, push ups, etc.)</li> <li>2. Increase comprehension (e.g. annotate, summary, KWL, etc.)</li> <li>3. Study skills (e.g. SQ3R, PPC, test preparation, etc.)</li> </ol> </li> <li>2. Describe vocabulary acquisition strategies                   <ol style="list-style-type: none"> <li>1. context clues</li> <li>2. roots</li> <li>3. precision in definitions</li> </ol> </li> </ol> </li> <li>5. Apply text comprehension strategies               <ol style="list-style-type: none"> <li>1. Discuss possible strategies</li> <li>2. Select appropriate strategies</li> <li>3. Demonstrate selected strategies</li> </ol> </li> <li>6. Evaluate text comprehension strategies               <ol style="list-style-type: none"> <li>1. Select strategies</li> <li>2. Practice strategies</li> <li>3. Explain reason for selected strategies</li> <li>4. Assess effectiveness of strategies</li> </ol> </li> <li>7. Critically analyze text               <ol style="list-style-type: none"> <li>1. Evaluate strength of author's argument or explanation</li> <li>2. Compare content to other materials in content course</li> <li>3. Relate content to larger field of the content course</li> <li>4. Relate to real-world situations or applications</li> </ol> </li> <li>8. Identify genre of text</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify metacognitive reading process               <ol style="list-style-type: none"> <li>1. Describe reading process chronologically                   <ol style="list-style-type: none"> <li>1. Before reading</li> <li>2. During reading</li> <li>3. After reading</li> </ol> </li> <li>2. 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Practice and demonstrate vocabulary acquisition strategies                   <ol style="list-style-type: none"> <li>1. Contextualize readings</li> <li>2. Etymological elements</li> <li>3. Precision in definitions</li> </ol> </li> </ol> </li> <li>5. Apply text comprehension strategies               <ol style="list-style-type: none"> <li>1. Discuss possible strategies</li> <li>2. Select appropriate strategies</li> <li>3. Demonstrate selected strategies</li> </ol> </li> <li>6. Evaluate text comprehension strategies               <ol style="list-style-type: none"> <li>1. Select strategies</li> <li>2. Practice strategies</li> <li>3. Explain reason for selected strategies</li> <li>4. Assess effectiveness of strategies</li> </ol> </li> <li>7. Critically analyze text               <ol style="list-style-type: none"> <li>1. Evaluate strength of author's argument or explanation</li> <li>2. Compare content to other materials in content course</li> <li>3. Relate content to larger field of the content course</li> <li>4. Relate to real-world situations or applications</li> </ol> </li> <li>8. Identify genre of text               <ol style="list-style-type: none"> <li>1. Relationship between purpose and structure</li> </ol> </li> </ol>

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> <li>1. Relationship between purpose and structure               <ol style="list-style-type: none"> <li>1. How structure is determined by author's purpose</li> <li>2. Different purposes for writing</li> </ol> </li> <li>2. Determine purpose of essay               <ol style="list-style-type: none"> <li>1. Author describing</li> <li>2. Author presenting explanation</li> <li>3. Author presenting opinion</li> </ol> </li> <li>3. Predict structure based on purpose               <ol style="list-style-type: none"> <li>1. Thesis or not</li> <li>2. Type of supporting details</li> <li>3. Chain of reasoning</li> </ol> </li> <li>4. Examine supporting evidence (details/reasoning)               <ol style="list-style-type: none"> <li>1. Based on prior events or experiences that have occurred</li> <li>2. Based on predicted events (theory)</li> </ol> </li> <li>5. Evaluate text as theory, research, or practice               <ol style="list-style-type: none"> <li>1. identify the different forms of each</li> <li>2. assess limits of each type</li> <li>3. determine text's relationship to content area epistemology</li> </ol> </li> <li>9. Analyze different genres of text(s)               <ol style="list-style-type: none"> <li>1. Identify different genres</li> <li>2. Compare genres</li> <li>3. Assess genre's effectiveness</li> <li>4. Relate genre to content area epistemology</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. How structure is determined by author's purpose               <ol style="list-style-type: none"> <li>2. Different purposes for writing</li> </ol> </li> <li>2. Determine purpose of essay               <ol style="list-style-type: none"> <li>1. Author describing</li> <li>2. Author presenting explanation</li> <li>3. Author presenting opinion</li> </ol> </li> <li>3. Predict structure based on purpose               <ol style="list-style-type: none"> <li>1. Thesis or not</li> <li>2. Type of supporting details</li> <li>3. Chain of reasoning</li> </ol> </li> <li>4. Examine supporting evidence (details/reasoning)               <ol style="list-style-type: none"> <li>1. Based on prior events or experiences that have occurred</li> <li>2. Based on predicted events (theory)</li> </ol> </li> <li>5. Evaluate text as theory, research, or practice               <ol style="list-style-type: none"> <li>1. identify the different forms of each</li> <li>2. assess limits of each type</li> <li>3. determine text's relationship to content area epistemology</li> </ol> </li> <li>9. Analyze different genres of text(s)               <ol style="list-style-type: none"> <li>1. Identify culturally diverse genres</li> <li>2. Compare genres</li> <li>3. Assess genre's effectiveness</li> <li>4. Relate genre to content area epistemology</li> </ol> </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>	No Value	No Value
	<b>Corequisite(s):</b>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	<b>Advisory(ies):</b>	EWRT D001A or EWRT D01AH or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	<b>Advisory(ies) - Other:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment:</b>	No Value	No Value
	<b>Limitation(s) on Enrollment - Other:</b>	No Value	No Value
	<b>Entrance Skills(s):</b>	No Value	No Value
	<b>Entrance Skill(s) - Other:</b>	No Value	No Value
	<b>General Course Statement(s):</b>	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>	2LA	No Value
!	<b>Catalog Term (21-22)</b>	23-24	No Value
!	<b>5 Year Revision Year (2021)</b>	2017	No Value
!	<b>Effective Quarter</b>	Fall	No Value
!	<b>Effective Year (2021)</b>	2023	No Value
	<b>Sort ID (00 &lt; 10; 0 &lt; 100)</b>	READ 070	READ 070
	<b>Course Status</b>	Non-substantial	Non-substantial
!	<b>Course Status Code</b>	A	No Value

Changed	Questions	Current Version	Proposed Version
!	Banner Department	READ	No Value
!	Course Level	DU	No Value
!	College Code	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	CTE Status	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	Emergency Approval	No	No Value
!	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)	N	No Value
!	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)	N	No Value



Changed	Questions	Current Version	Proposed Version
!	Noncredit Enhanced Funding Indicator	N	No Value
!	In Service Indicator	N	No Value
!	Sports/Physical Education Course Indicator	N	No Value
!	COA Code	C	No Value
!	Fund Code	114000	No Value
!	Organization Code	238009	No Value
!	Account Code	1320	No Value
!	Program Code	152000	No Value
!	Percent	100	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>	<ul style="list-style-type: none"> <li>Requisite change appr. 1/17/23 (effect. F23).-cc</li> </ul>
!	Print/No Print to Catalog	Yes	No Value
	Checklist	No Value	No Value

**Summary of Revisions**

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Outline	No Value	No Value
	Other	No Value	No Value

**Blue Form**

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**Changed Questions Current Version Proposed Version**

**For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.**

No Value

No Value

**1. Is the unit(s) change required for articulation?**

No Value

No Value

**2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.**

No Value

No Value

**3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.**

No Value

No Value

**Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

**Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

**Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.**

No Value

No Value

## A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<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	Review text comprehension strategies such as analytical analysis.
	<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	Examine supporting evidence.
!	<b>Objective 4: Create syntactically varied sentences that are free of mechanical errors.</b>	No Value	Apply and evaluate textual comprehension such as vocabulary acquisition strategies.
!	<b>Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.</b>	No Value	Critically analyze text including content to other materials and to other fields and/or real world situations.

## 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

Changed	Questions	Current Version	Proposed Version
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**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**

No Value

No Value

**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**

No Value

No Value

**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**

No Value

No Value

**Objective 9: Demonstrate appropriate grammar usage and mechanics.**

No Value

No Value

### C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Objective 1:  
Create  
compositions  
about fiction and  
non-fiction texts  
from many  
cultural and  
social  
perspectives in a  
variety of genres.**

No Value

No Value

**Objective 2:  
Compose a  
focused,  
purposeful,  
developed paper  
of 500 words or  
more that  
engages with,  
responds to, or is  
inspired by  
written or visual  
texts.**

No Value

No Value

**Objective 3:  
Produce written  
work using a  
cyclical process  
of multiples  
drafts and  
revisions.**

No Value

No Value

**Objective 4:  
Demonstrate the  
ability to include  
a variety of  
sentence  
structures in  
writing.**

No Value

No Value

**Objective 5: Edit  
compositions to  
correct errors in  
the major  
conventions of  
Standard Written  
English.**

No Value

No Value

**D-Matrix Form**

Changed	Questions	Current Version	Proposed Version
	<p><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
	<p><b>Objective 4: Develop linear function models.</b></p>	No Value	No Value
	<p><b>Objective 5: Use systems of two linear equations to solve real world problems.</b></p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 6: Use linear inequalities in one variable to solve real world problems.**

No Value

No Value

**Objective 7: Examine exponential expressions and develop exponential function models.**

No Value

No Value

**Objective 8: Examine logarithmic expressions and develop logarithmic function models.**

No Value

No Value

**Objective 9: Develop quadratic function models to solve problems.**

No Value

No Value

**Objective 10: Investigate the characteristics of rational expressions.**

No Value

No Value

**Objective 11: Develop skills to work with radical expressions.**

No Value

No Value

### E-Matrix Form



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

**Objective 1:  
Develop, throughout the course as applicable, systematic problem-solving methods.**

No Value

No Value

**Objective 2:  
Explore the function concept algebraically, numerically, verbally and graphically.**

No Value

No Value

**Objective 3:  
Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 4:  
Develop linear function models to solve problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 5: Use systems of two linear equations to solve real-world problems.**

No Value

No Value

**Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.**

No Value

No Value

**Objective 7: Develop quadratic function models to solve problems.**

No Value

No Value

**Objective 8: Use inequalities to solve real world problems.**

No Value

No Value

**Objective 9: Explore arithmetic sequences and series.**

No Value

No Value

**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**

No Value

No Value

### F-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.**

No Value

No Value

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**Objective 1:  
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

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**Objective 2:  
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

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**Objective 3:  
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

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**Objective 4:  
Solve problems involving operations with signed numbers.**

No Value

No Value

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**Objective 5:  
Explore the characteristics and properties of real numbers.**

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
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**Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.**

No Value

No Value

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**Objective 7: Explore rates and ratios and use proportions to solve problems.**

No Value

No Value

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**Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.**

No Value

No Value

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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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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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### G-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<b>If the requisite does not fall under an A-F Matrix, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. If a requisite falling under Matrix G is being removed, provide an explanation as to why.</b>	No Value	No Value
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### H-Matrix Form

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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	<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
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Changed	Questions	Current Version	Proposed Version
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**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.**

No Value

No Value

**Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.**

No Value

No Value

**Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.**

No Value

No Value

**Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.**

No Value

No Value

**Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.**

No Value

No Value

**De Anza GE Form**

<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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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

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<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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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

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**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**

No Value

No Value

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**De Anza GE - ESGC Form**



<b>Changed</b>	<b>Questions</b>	<b>Current Version</b>	<b>Proposed Version</b>
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**Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.**

No Value

No Value

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**Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.**

No Value

No Value

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**Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.**

No Value

No Value

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**Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.**

No Value

No Value

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Changed	Questions	Current Version	Proposed Version
	<b>Criteria 5:</b> Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

**Comments**

Changed	Questions	Current Version	Proposed Version
	<b>Stage 2:</b> Department Chair	No Value	No Value
	<b>Stage 3:</b> Division Curriculum Representative	No Value	No Value
	<b>Stage 4:</b> Division Dean	No Value	No Value



**Stage 5: SLO Coordinator**  
No Value

	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/27/2024	Mary Pape - SLO Coordinator	Learning Outcomes - CSLO #2	Recommended	Suggest rewording: "Analyze literary texts through a post secondary reading lens to deepen an understanding of the cultural aesthetics and elements within the text."	Y - Thank you for the recommendation, but after consulting with the Department we prefer the current SLO as is.

Changed	Questions	Current Version	Proposed Version						
!	Stage 7: Content Review Matrix Liaison	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>	
			5/12/24	Zack Judson	Matrix A	Required	Please complete Matrix A for your English advisory An advisory is a requisite. As such you need to complete Matrix A. For all objectives that apply you need to identify skills/assignments/activities that would benefit from a student having learned that objective. This is needed even if READ 70 is a stand alone course.	incomplete - zj 6/11/24 The advisory designation has been removed and we have provided a statement justifying the change.	
			6/11/24	Zack Judson	Matrix A	Required			
			9/18/24	Zack Judson	Matrix A	Required	Your statement for the removal of the advisory does not match the limited changes made to the curriculum. You will need to either make changes to the curriculum to support the removal of the advisory or reinstate the advisory.	After consulting with the English Department Chair, we agreed to reinstate the advisory and the Matrix A form is now complete.	
			9/23/24	zj	Req/Adv	Required	Please select EWRT 1A from the drop down menu under Advisory(ies)		
!	Stage 8: Dean of Online Learning	No Value	<b>Date</b>	<b>Name - Role OR Tab</b>	<b>Part - Field</b>	<b>Type of Edit</b>	<b>Edit</b>	<b>Initiator - Indicate "Y" When Completed</b>	
			9/30/24	Gabriela Nocito for AVPI	Basic Information - Modality	Required	Please indicate Modality or modalities for this course. If online or hybrid, please include appropriate forms.		
	Stage 9: Articulation Officer	No Value	No Value						
	Stage 10: De Anza General Education	No Value	No Value						
	Stage 13: Curriculum Committee	No Value	No Value						

Articulation occurs after course approval. The following fields will not show a Proposed Version.

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Curriculum ID</b>	READD070.
	<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, 2022 12:00:00 AM
	<b>External Review Approval Date</b>	Sep 1, 2017 12:00:00 AM
	<b>Course Control Number</b>	CCC000343942

### Articulation

<b>Changed</b>	<b>Field</b>	<b>Current Version</b>
	<b>Course Crosswalk CRS-DEPT-NAME</b>	
	<b>Course Crosswalk CRS-NUMBER</b>	