

De Anza College
Change Report
06/04/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
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	Course Objectives
Learning Outcomes	CSLOs
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.

Section	Changed field
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
CO	DL Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	<ul style="list-style-type: none"> Shameka Walker 	<ul style="list-style-type: none"> Angelica Esquivel Moreno
	Course ID (CB01A and CB01B)	CHLXD012.	CHLXD012.
	Course Control Number	CCC000168457	CCC000168457
	Course Title (CB02)	Chicanx and Latinx History	Chicanx and Latinx History
	Short Course Title	CHICANX AND LATINX HISTORY	CHICANX AND LATINX HISTORY
	TOP Code (CB03)	2203.00	2203.00 Ethnic Studies
	CIP Code	Ethnic Studies	05.0200 Ethnic Studies
	Department	CHLX - Chicanx/Latinx Studies	CHLX - Chicanx/Latinx Studies
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	<p>This course examines the history of the Chicanx and Latinx people, surveying pre-Columbian origins, with an emphasis on the period since 1848 in the United States Southwest.</p>	<p>This course examines the history of the Chicanx and Latinx people, surveying pre-Columbian origins, with an emphasis on the period since from 1848 <u>to the present time</u> in the United <u>States</u>. <u>Emphasis is placed on the politics of race, its origin in the colonial process, and its impact on the historical development of a Chicanx and Latinx ethnic identity in the United States.</u> <u>Students will also analyze the roles and contributions that Chicanx and Latinx people have played in the development of the United States Southwest, and California, with comparisons to other groups.</u></p>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none">Chicano Studies
	Discipline 2	No value	<ul style="list-style-type: none">- AND -History
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none">Ethnic Studies

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly ICS D032.)	(Formerly ICS D032.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC and is CSU and UC transferable. It belongs on the Intercultural Studies AA degree. It was developed to provide students with an alternative historical perspective of Chicanx and Latinx experience in the U.S.	This course meets a general education requirement for De Anza and Cal-GETC and is CSU and UC transferable. It belongs on the Intercultural Studies AA degree. It was developed to provide students with an alternative historical perspective of Chicanx and Latinx experience in the U.S.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

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

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

Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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UC Transferable and/or Lower-Division Major Requirement

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

Changed Field

Current Version

Proposed Version

Course is part of a program

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

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

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

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

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Ethnic Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Ethnic Studies
Award Type	Certificate of Achievement (COA)

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

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

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

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

Associated Program	Intercultural Studies

Associated Program	Intercultural Studies

Changed Field

Current Version

Proposed Version

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

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

Associated Program Intercultural Studies

Associated Program Intercultural Studies

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

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

Associated Program Intercultural Studies

Associated Program Intercultural Studies

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

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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

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

Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)

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 (In Development)

Associated Program Social Justice Studies: General Studies for Transfer (In Development)

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 Spanish Language and Culture

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program Spanish Language and Culture

Associated Program Spanish Language and Culture

Award Type Certificate of Achievement (COA)

Award Type Certificate of Achievement (COA)

Associated Program World Languages and Culture

Associated Program World Languages and Culture

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

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

Associated Program World Languages and Culture

Associated Program World Languages and Culture

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

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

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

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

Y

Y

Changed	Field	Current Version	Proposed Version
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	Transfer Status	Approved	Approved
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GE Information

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA4X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> • CA4X - Approved. • CA6X - Pending.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> • 2G4X - Approved. • 2G6X - Pending.
-	No value

Weekly Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

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

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

Specifications			

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Guest speakers
Collaborative projects
Collaborative learning and small group exercises
Discussion of assigned reading
Discussion and problem solving performed in class
Quiz and examination review performed in class

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Guest speakers
Collaborative projects
Collaborative learning and small group exercises
Discussion of assigned reading
Discussion and problem-solving performed in class
Quiz and examination review performed in class
Reflection

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

1. Reading
 1. Assigned readings from textbooks, primary and secondary documents, articles from newspaper, magazines and other sources when applicable
 2. Supplemental readings such as diaries, journals, archives and testimonios on the internet
2. Writing
3. As part of the midterm examination, student's will write short essays designed to evaluate the students understanding and analysis of the historical importance of the materials presented in the readings and discussed in class.
4. Analytical writings on assigned readings will be conducted through in class short response, journal and reflection exercises.
5. Journal writings for observation and participation in approved events related to Chicana Latinx history
6. Other writing, including thematic essays, quizzes on readings, and critical reviews of documents will assess student understanding of key concepts, events and ability to interpret historical significance.
7. Oral presentation
8. Student will work in groups to organize and prepare thematic presentations on assigned class topics that demonstrates understanding of key events and concepts
 1. Individual and panel presentations on class readings and other assigned materials

1. Reading
 1. Assigned readings from textbooks, primary and secondary documents, articles from newspapers, magazines, and other sources when applicable
 2. Supplemental readings such as diaries, journals, archives, and testimonios on the internet
2. Writing
3. As part of the midterm examination, students will write short essays designed to evaluate the students' understanding and analysis of the historical importance of the materials presented in the readings and discussed in class.
4. Analytical writings on assigned readings will be conducted through in-class short responses, journal, and reflection exercises.
5. Journal writings for observation and participation in approved events related to Chicana/Latina history
6. Other writing, including thematic essays, quizzes on readings, and critical reviews of documents, will assess student understanding of key concepts, events, and ability to interpret historical significance.
7. Oral presentation
8. Students may work in groups to organize and prepare thematic presentations on assigned class topics that demonstrate understanding of key events and concepts
 1. Individual and panel presentations on class

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

-
- 9. Observing, viewing, and listening
 - 1. Attendance at community meetings and events
 - 2. Films, videotapes and television programs
 - 3. Audio recordings and radio program
 - 4. Interviews of family and community members
 - 5. Speakers in class
 - 10. Library research
 - 1. Review of bibliographies
 - 2. Searches for primary sources
 - 3. Review of newspaper and journal articles

- readings and other assigned materials
 - 9. Observing, viewing, and listening
 - 1. Attendance at community meetings and events
 - 2. Films, videotapes, and television programs
 - 3. Audio recordings and radio programs
 - 4. Interviews of family and community members
 - 5. Speakers in class
 - 10. Library research
 - 1. Review of bibliographies
 - 2. Searches for primary sources
 - 3. Review of newspaper and journal articles
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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. Midterm and Final essay examinations, which require analysis, interpretation, and synthesis of key concepts.
2. Directed research term paper to analyze and critically appraise a major historical event relative to Chicana and Latina experience with supporting research.
3. Prepare and conduct Oral Presentations to evaluate ability to critically analyze key concepts, events and issues and demonstrate ability to synthesize information.
4. Review of journal writings, demonstrating ability to analyze and synthesize information from observation and

**Methods
of
Evaluation**

1. Midterm and Final essay examinations, which require analysis, interpretation, and synthesis of key concepts.
2. Directed research term paper to analyze and critically appraise a major historical event relative to Chicana and Latina experience with supporting research.
3. Prepare and conduct Oral Presentations to evaluate ability to critically analyze key concepts, events and issues and demonstrate ability to synthesize information.
4. Review of journal writings, demonstrating ability to analyze and synthesize information from observation and

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

participation in events

5. Conduct Library research work to evaluate ability to critically analyze key primary and secondary sources on historical events and issues and to demonstrate ability to synthesize information.

6. Participation and contribution in classroom activities and discussion in which student abilities to interpret, synthesize and demonstrate analysis of historical events will be applied.

participation in events

5. Conduct Library research work to evaluate ability to critically analyze key primary and secondary sources on historical events and issues and to demonstrate the ability to synthesize information.

6. Participation and contribution in classroom activities and discussion in which students abilities to interpret, synthesize and demonstrate analysis of historical events will be applied.

7. Utilize MLA guidelines to format essays and sources, and ensure essays are proofread and revised.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Acuna, Rodolfo F. Occupied America: a History of Chicanos, 9th edition. Pearson, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Gonzalez, Juan. Harvest of Empire: A History of Latinos in America. Penguin Books, 2011
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Ruiz, Vicky. From Out of the Shadows: Mexican Women in Twentieth Century America. Oxford University Press. 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Occupied America: a History of Chicanos
Author	Acuna, Rodolfo F.
Publisher	Pearson
Date/Edition	2019, 9th Edition
ISBN	No value

Title	Harvest of Empire: A History of Latinos in America
Author	Gonzalez, Juan
Publisher	Penguin Books
Date/Edition	2022, 2nd Edition
ISBN	No value

Title	From Out of the Shadows: Mexican Women in Twentieth Century America
Author	Ruiz, Vicky
Publisher	Oxford University Press
Date/Edition	2008
ISBN	No value

Title	Chicano Movement For Beginners
Author	Montoya, Maceo
Publisher	For Beginners
Date/Edition	2016

Changed Field**Current Version****Proposed Version****Title** No value**Author** Vigil, James Diego.
From Indians to Chicanos the Dynamics of Mexican-American Culture, 3rd edition. Waveland Press, 2012.**Publisher** No value**Date/Edition** No value**ISBN** No value**ISBN** No value



Suggested Reading List

No value

Reading List Anaya, Rudolfo A., and Franciso Lomeli, eds. Aztlan: Essays on the Chicano Homeland. El Norte Publications, 1989.

May include, but are not limited to No value

Reading List Barrera, Mario. Beyond Aztlan: Ethnic Autonomy in Comparative Perspective. Praeger, 1988.

May include, but are not limited to No value

Reading List Camarillo, Albert. Chicanos in California. Boyd and Fraser, 1984.

May include, but are not limited to No value

Reading List Camarillo, Albert . Latinos in the United States: A Historical Bibliography. Santa Barbara, CA: ABC-Clio, 1986.

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

May include, but are not limited to No value

Reading List Chavez, John R. The Lost Land: The Chicano Image of the Southwest. University of New Mexico Press, 1984.

May include, but are not limited to No value

Reading List Coe, Michael D. Mexico: From the Olmecs to the Aztecs. Thames and Hudson, 1994.

May include, but are not limited to No value

Reading List Del Castillo, Adelaida R., ed. Between Borders: Essays on Mexican/Chicana History. Floricanto Press, 1990.

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

May include, but are not limited to No value

Reading List Garcia, Mario T. Mexican Americans: Leadership, Ideology, and Identity, 1930-1960. Yale University Press, 1989.

May include, but are not limited to No value

Reading List Gomez, Laura E. Manifest Destinies: The Making of the Mexican American Race. New York University Press, 2007.

May include, but are not limited to No value

Reading List Gonzalez, Juan. Harvest of Empire: A History of Latinos in America. Revised Edition, Penguin Books, 2011.

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

May include, but are not limited to No value

Reading List Gutierrez, David G. Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity. University of California Press, 1995.

May include, but are not limited to No value

Reading List Kanellos, Nicolas. Hispanic Firsts: 500 Years of Extraordinary Achievement. Detroit: Gale Research, 1997.

May include, but are not limited to No value

Reading List Martin, Patricia Preciado, and Louis C. Bernal. Images and Conversations: Mexican Americans Recall a Southwestern Past. University of Arizona Press, 1983.

Changed Field

Current Version

Proposed Version

May include, but are not limited to No value

Reading List Marius, Richard. A Short Guide to Writing About History. Harper Collins, 1995.

May include, but are not limited to No value

Reading List Montejano, David. Anglos and Mexicans in the Making of Texas, 1836-1986. University of Texas Press, 1987.

May include, but are not limited to No value

Reading List Munoz, Carlos, Jr. Youth, Identity, Power: The Chicano Movement. Verso, 1989.

May include, but are not limited to No value

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

Reading List Ornelas, Michael R..
Between The
Conquests - The Early
Chicano Historical
Experience. Dubuque,
Iowa. Kendall/Hunt
Publishing Co. 2004

May include, but are not limited to No value

Reading List Oropeza, Lorena. Raza
Si! Guerra No!:
Chicano Protest and
Patriotism During the
Viet Nam War Era.
University of California
Press, 2005.

May include, but are not limited to No value

Reading List Ramirez, Catherine S.
The Women in the Zoot
Suit: Gender,
Nationalism, and the
Cultural Politics of
Memory. Duke
University Press, 2009.

May include, but are not limited to No value

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

Reading List Ruiz, Vicki L. Cannery Women, Cannery Lives: Mexican Women, Unionization and the California Food Processing Industry, 1930-1950. University of New Mexico Press, 1987.

May include, but are not limited to No value

Reading List Vargas, Zaragosa. Major Problems in Mexican American History. 2nd edition. NY: Cengage Learning. 2011.

May include, but are not limited to No value

Learning Outcomes

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

- Examine the perspectives and methods of the social sciences, with an emphasis on the discipline of history.
- Evaluate the basic concepts and definitions in studying history and the various approaches used in the study of Chicanx and Latinx history.
- Examine the major periods in the history of the people of Mexican and Latino descent from Pre-Columbian times to the present.
- Analyze themes, events, and issues of critical importance to the Chicano/a and Latino/a communities throughout its history
- Assess the role and contributions of organizations, individuals, and institutions in the social, political, and economic history of the Chicanx and Latinx people
- Analyze and interpret historical documentation
- Assess, summarize and evaluate the role of Race and Gender and their influence on the Chicano/a and Latino/a experience

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Chicanx and Latinx Studies.
- Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age within Chicax and Latinx communities.
- Evaluate the basic concepts and definitions in studying history and the various approaches used in the study of Chicanx and Latinx history.
- Examine the major periods in the history of the people of Mexican and Latinx descent leading to the 1846 war to the present.
- Analyze themes, events, and issues of critical importance to the Chicano/a and Latino/a communities throughout its history
- Assess the role and contributions of organizations, individuals, and institutions in the social, political, and economic history of the Chicanx and Latinx people
- Assess the writing of various aspects of United States history from a Chicanx/Latinx paradigm. Identify the Chicanx/Latinx historical literature and how notions of ethnicity and identity impact historical perspectives.

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

Actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.

Expected

0.0

SLO**Performance****CSLOs**

Interpret the complex multicultural pasts by integrating historical understanding within historical thinking skills.

Expected

0.0

SLO**Performance****CSLOs**

Assess the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southwest.

Expected

0.0

SLO**Performance****CSLOs**

Assess the history and culture of people of Mexican, Central American and Latin American origins in the United States, specifically within the region of Southwest.

Expected

0.0

SLO**Performance****Course Outline**

Changed Field**Current Version****Proposed Version****Course
Content**

1. Examine the perspectives and methods of the social sciences, with an emphasis on the discipline of history.

1. Traditional approaches to the study of human behavior and society and critique of eurocentrism

2. Interdisciplinary and multicultural approaches

3. Various approaches to the study of American history

2. Evaluate the basic concepts and definitions in studying history and the various approaches used in the study of Chicanx and Latinx history.

1. Traditionalist theories

2. Critical approaches to history

3. The "New History"

4. The New Western History

5. Culture-based approach

6. Economic-factors approach

7. Economic power and processes approach

3. Examine the major periods in the history of the people of Mexican and Latino descent from Pre-Columbian times to the present.

1. Overview of periods in Mexican history

1. Pre-Columbian

2. Colonial

3. Independence

4. Reform

5. Revolution

6. Modern period

2. History in the U.S., with emphasis on the Southwest

1. Native American, prior to 1500s

2. Spanish colonial, 1500s to 1821

3. Mexican Republic, 1821 to 1848

4. U.S. Mexican War, 1846-1848

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Chicanx and Latinx Studies.

1. Traditional approaches to the study of human

behavior and society, and a critique of eurocentrism

2. Interdisciplinary and multicultural approaches

3. Various approaches to the study of American history

2. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age within Chicanx and Latinx communities.

1. Ethnic and national identity from a historical perspective

2. Migration and immigration

3. Discrimination and the struggle for civil rights

4. Educational reform

5. Political empowerment

6. Labor organizing

7. Land ownership and power

8. Economic development

9. Bilingualism

10. Gender and Sexuality

11. Acculturation and Assimilation

12. Resistance and civil rights

13. Youth Movements

3. Evaluate the basic concepts and definitions in studying history and the various approaches used in the study of Chicanx and Latinx history.

1. Traditionalist theories

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

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- | | |
|--|---|
| 5. Transition and Resistance, 1848-1890s | 2. Critical approaches to history |
| 6. Economic Development and Immigration, 1890s to 1920s | 3. The "New History" |
| 7. Depression and repatriation, 1930s | 4. The New Western History |
| 8. The Mexican American generation, 1940s and 1950s | 5. Culture-based approach |
| 9. The Chicano generation, 1960s and 1970s | 6. Economic-factors approach |
| 10. Chicanx and Latinx in a multicultural society, 1980s to present | 7. Economic power and processes approach |
| 4. Analyze themes, events, and issues of critical importance to the Chicano/a and Latino/a communities throughout its history | 4. Examine the major periods in the history of the people of Mexican and Latino descent leading to the 1846 war to the present. |
| 1. Ethnic and national identity in historical perspective | 1. History in the U.S., with emphasis on the Southwest |
| 2. Migration and immigration | 1. U.S. Mexican War, 1846-1848 |
| 3. Discrimination and the struggle for civil rights | 2. Transition and Resistance, 1848-1890s |
| 4. Educational reform | 3. Economic Development and Immigration, 1890s to 1920s |
| 5. Political empowerment | 4. Education and Americanization of Mexicans 1920's to 1930's |
| 6. Labor organizing | 5. Depression and repatriation, 1930s |
| 7. Economic development | 6. Mexican participation in WWII |
| 8. Bilingualism | 7. The Mexican American generation, 1940s and 1950s |
| 5. Assess the role and contributions of organizations, individuals, and institutions in the social, political, and economic history of the Chicanx and Latinx people | 8. Sleepy Lagoon and the Suit Zoot Riots 1940's |
| 1. 1850s to 1900 | 9. The Chicano generation, 1960s and 1970s |
| 1. Mutualista societies | 10. Push-Pull Factors of immigration from Mexico, Central America, and South America 1960's to present |
| 2. Las Gorras Blancas | 11. War on Drugs 1970's |
| 3. La Alianza Hispano-Americana | 12. Chicanx and Latinx in a multicultural |
| 4. La Liga Protectora Latina | |
| 5. La Sociedad Hispanoamericana de Beneficio Mutua | |
| 2. 1900 to 1950s | |

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

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | 1. La Union de Jornaleros Unidos | society, 1980s to present |
| | 2. La Liga Femenil Mexicanista | 5. Assess the writing of various aspects of United States history from a Chicanx/Latinx paradigm. Identify the Chicanx/Latinx historical literature and how notions of ethnicity and identity impact historical perspectives. |
| | 3. LULAC, League of United Latin American Citizens | 1. Thinking about history |
| | 4. MAM, The Mexican American Movement | 1. Questioning sources |
| | 5. The Congress of Spanish Speaking Peoples | 2. Statistics |
| | 6. The G.I. Forum | 2. Modes of historical writing |
| | 3. 1960s to the present | 1. Description |
| | 1. PASSO, Political Association of Spanish Speaking Organizations | 2. Narrative |
| | 2. MAPA, Mexican American Political Association | 3. Exposition |
| | 3. UMAS, United Mexican American Students | 4. Argument |
| | 4. UFW, United Farm Workers of America | 3. Gathering information |
| | 5. MAYO, Mexican American Youth Organization | 4. Documenting sources |
| | 6. La Alianza Federal de Mercedes | 5. Documents from family and community as sources of study |
| | 7. The Crusade for Justice | 6. Analysis and creation of local histories through oral history review and collection |
| | 8. Catolicos por la Raza | 6. Assess the role and contributions of organizations, individuals, and institutions in the social, political, and economic history of the Chicanx and Latinx people. |
| | 9. La Raza Unida Party | 1. 1850s to 1900 |
| | 10. The Brown Berets | 1. Mutualista societies |
| | 11. MECHA, Movimiento Estudiantil Chicano de Aztlan | 2. Las Gorras Blancas |
| | 12. MALDEF, Mexican American Legal Defense and Education Fund | 3. La Alianza Hispano-Americana |
| | 6. Analyze and interpret historical documentation | 4. La Liga Protectora Latina |
| | 1. Thinking about history | 5. La Sociedad Hispanoamericana de Beneficio Mutua |
| | 1. Questioning sources | 2. 1900 to 1950s |
| | 2. Statistics | 1. La Union de Jornaleros Unidos |
| | 2. Modes of historical writing | 2. La Liga Femenil Mexicanista |
| | 1. Description | 3. LULAC, League of United Latin American Citizens |

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

- | Changed Field | Current Version | Proposed Version |
|---------------|--|--|
| | <ul style="list-style-type: none"> 2. Narrative 3. Exposition 4. Argument | <ul style="list-style-type: none"> 4. MAM, The Mexican American Movement |
| | <ul style="list-style-type: none"> 3. Gathering information 4. Documenting sources 5. Documents from family and community as sources of study | <ul style="list-style-type: none"> 5. The Congress of Spanish Speaking Peoples 6. The G.I. Forum |
| | <ul style="list-style-type: none"> 6. Analysis and creation of local histories through oral history review and collection | <ul style="list-style-type: none"> 3. 1960s to the present 1. PASSO, Political Association of Spanish Speaking Organizations 2. MAPA, Mexican American Political Association |
| | <ul style="list-style-type: none"> 7. Assess, summarize and evaluate the role of Race and Gender and their influence on the Chicano/a and Latino/a experience | <ul style="list-style-type: none"> 3. UMAS, United Mexican American Students 4. UFW, United Farm Workers of America 5. MAYO, Mexican American Youth Organization 6. La Alianza Federal de Mercedes 7. The Crusade for Justice 8. Catolicos por la Raza 9. La Raza Unida Party 10. The Brown Berets 11. MECHA, Movimiento Estudiantil Chicano de Aztlan 12. MALDEF, Mexican American Legal Defense and Education Fund |
| | <ul style="list-style-type: none"> 1. Pre-colonial adoption of social and cultural practices 2. Spanish colonial reorganization of gender roles 3. Development of male dominated society 4. Continuity in women roles and activism | |

Lab Component in this Course

No

No

Lab Outline

No value

No value

Blue Form

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

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

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

No Value

No Value

Limitation(s) on Enrollment - Other:

No Value

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

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

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

General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>❗ Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	<p>Assignments A. 1- Assigned readings from textbooks, primary and secondary documents, articles from newspapers, magazines, and other sources when applicable</p>
	<p>❗ Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	No Value	<p>Assignments C- As part of the midterm examination, students will write short essays designed to evaluate the students' understanding and analysis of the historical importance of the materials presented in the readings and discussed in class.</p>
	<p>❗ Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	<p>Methods of Evaluation G- Utilize MLA guidelines to format essays and sources, and ensure essays are proofread and revised.</p>
	<p>❗ Objective 4: Create syntactically varied sentences that are free of mechanical errors.</p>	No Value	<p>Methods of Evaluation G- Utilize MLA guidelines to format essays and sources, and ensure essays are proofread and revised.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Outline E- Assess the writing of various aspects of United States history from a Chicanx/Latinx paradigm. Identify the Chicanx/Latinx historical literature and how notions of ethnicity and identity impact historical perspectives.

B-Matrix Form

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

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

C-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed

Questions

Current Version

Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

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

	Objective 1: Develop, throughout the course as applicable, systematic problem- solving methods.	No Value	No Value
--	--	----------	----------

Changed	Questions	Current Version	Proposed Version
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Objective 2:
Explore the function concept algebraically, numerically, verbally and graphically.

No Value

No Value

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

No Value

No Value

Objective 4:
Develop linear function models to solve problems.

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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

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

No Value

No Value

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value

De Anza GE Form

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

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

No Value

Course Outline A: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Chicana and Latinx Studies.



**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

Method of Evaluation C: Prepare and conduct Oral Presentations to evaluate ability to critically analyze key concepts, events and issues and demonstrate ability to synthesize information. Method of Evaluation A: Midterm and Final essay examinations, which require analysis, interpretation, and synthesis of key concepts. Assignments H: Student may work in groups to organize and prepare thematic presentations on assigned class topics that demonstrates understanding of key events and concepts

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline B: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age within Chicax and Latinx communities.</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline G: Assess the writing of various aspects of United States history from a Chicanax/Latinx paradigm. Identify the Chicanax/Latinx historical literature and how notions of ethnicity and identity impact historical perspectives.</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline D: Examine the major periods in the history of the people of Mexican and Latinx descent leading to the 1846 war to the present.</p>

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Method of Evaluation F: Participation and contribution in classroom activities and discussion in which student abilities to interpret, synthesize and demonstrate analysis of historical events will be applied.

Comments

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

Changed Questions Current Version Proposed Version



Stage 5: SLO Coordinator

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/11/2025	Learning Outcomes	CSLO #1	Required	Outcome must begin with a Bloom's Taxonomy word. One suggestion: "Demonstrate active engagement with complex multicultural histories by applying historical thinking skills to develop informed historical understanding."	



Stage 7: Content Review Matrix Liaison

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/19/25	Matrix A		Required	the skills/assignments/activities listed do not seem to match with the indicated areas in eLumen	

Changed	Questions	Current Version	Proposed Version						
!	Stage 8: Dean of Online Learning	No Value		Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
				5/22/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Modality	Required	Please indicate the course modalities. Only one is showing. Both forms for Online and Hybrid are attached and are correct. Please delete the Suggested Reading List as this part is reserved for English classes only.	
				6/3/25	Gabriela Nocito on behalf of COOL Members	Specifications - Suggested Reading List	Required		
	Stage 9: Articulation Officer	No Value	No Value						
	Stage 10: De Anza General Education	No Value	No Value						
	Stage 13: Curriculum Committee	No Value	No Value						

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CHLX 012	CHLX 012
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	10/27/2020	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Course number change w/minor revisions apr. 1/12/21 (effect. F21).-mkct • Requisite change apr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes apr. 9/23/24 (effect. F25). -sw 	<ul style="list-style-type: none"> • Course number change w/minor revisions apr. 1/12/21 (effect. F21).-mkct • Requisite change apr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes apr. 9/23/24 (effect. F25). -sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CHLXD012.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM

Changed	Field	Current Version
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	External Review Approval Date	Sep 1, 2020 12:00:00 AM
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	Course Control Number	CCC000168457
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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CISD051. : Introduction to Prompt Engineering

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Sukhjit Singh Pape, Mary
Attachments:	Hybrid_CIS_51_2026F.pdf Online_CIS_51_2026F.pdf ReqAdv_G_CIS_51_2026F.pdf
Course ID (CB01A and CB01B) :	CISD051.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Prompt Engineering
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0707.00) *Computer Software Development
CIP Code:	(15.1204) Computer Software Technology/Technician.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>Equip students with the skills to effectively design, refine, and implement prompts for guiding AI model responses which are both factually accurate and useful. Students will learn to craft clear and purposeful prompt sequences relevant to text generation, software development, data analysis and problem-solving, understand the iterative process of optimizing AI outputs, and troubleshoot common prompt-related challenges.</p> <p>Students will additionally learn about key prompt patterns, the construction of AI Agents and Customized GPTs, Retrieval Augmented Generation (RAG) and how to minimize the potential risks and misuses associated with directly accessing AI.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

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

Discipline 3:

No value

FSA:

- FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course fosters a structured yet experimental approach to prompt engineering, encouraging students to explore diverse prompting techniques, patterns, and frameworks. By engaging in hands-on labs and real-world case studies, students will develop the skills to refine AI responses, construct AI agents, and implement Retrieval-Augmented Generation (RAG) for more reliable outputs. This CTE course is CSU transferable and is a course in the Applied Artificial Intelligence Certificate of Achievement. Beyond technical proficiency, the course emphasizes the ethical dimensions of AI interactions, addressing risks such as adversarial prompts, biases, and misinformation. Students will critically evaluate the limitations of AI models and learn responsible prompt-crafting strategies to mitigate potential misuse. Ultimately, this course bridges theoretical understanding with practical application, preparing students to harness AI's capabilities in diverse domains while fostering a responsible and innovative mindset in the rapidly evolving landscape of artificial intelligence.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

The Introduction to Prompt Engineering course is designed to empower students with the ability to craft effective prompts for guiding AI models to generate accurate, useful, and contextually appropriate responses. As AI-driven systems become integral to various fields—ranging from software development and data analysis to creative writing and business solutions—understanding how to interact with these models efficiently is essential.

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Applied Artificial Intelligence Certificate of Achievement (In Development)

Certificate of Achievement (COA)

Fall 2026

Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units 4.5

Maximum Credit Units 4.5

Total Course In-Class (Contact) Hours 66

Total Course Out-of-Class Hours 96

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class
 Discussion of assigned reading
 Homework and extended projects
 In-class exploration of internet sites
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
 Lecture and visual aids
 Quiz and examination review performed in class

Assignments

- A. Reading in textbook, online references, and lecture notes.
- B. 6-8 problem solving assignments on identifying, applying, and evaluating Prompt Engineering Concepts.
1. Create an effective series of Large Language Model (LLM) prompts for generating the planning for an involved life process (ex: a wedding).
 2. Enhance the original set of prompts by incorporating two or more important prompt patterns in the solution.
 3. Apply prompt patterns to generate a range of business solutions (ex: a product marketing plan).
 4. Leverage Retrieval Augmentation Generation (RAG) to "update" LLM training information through a set of supplied documents / web sites to make its responses more up to date (ex: including state-of-the-art scientific advances) .
 5. Package a set of RAG training sources and a corresponding set of prompt sequences into an application-specific AI agent, which self-gathers the user information it needs to operate effectively (ex: a virtual assistant to schedule appointments and send reminders).
 6. Create a customized GPT which is fed a complete set of documents defining a problem domain and then solves problems in that domain (ex: can accurately answer questions about a chosen board game).
 7. Explore the limits of an LLM by attacking its "guard rails" to see if inappropriate output can be generated.

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation

- A. Weekly Assignments focused on generated correctly formatted, factually accurate and useful AI responses in wide variety of distinct application areas
- B. Midterm exam
- C. Final exam

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

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
James Phoenix & Mike Taylor	Prompt Engineering for Generative AI	May 2024	O'Reilly Media;	978-1098153434

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Create effective Large Language Model (LLM) Prompts

Understand and use important Prompt Patterns

Apply prompt knowledge to a wide range of application types

Understand the advantages of Retrieval Augmented Generation (RAG) and use it successfully

Construct a simple AI Agent

Understand the advantages of Customized GPTs and use them successfully

Appreciate and assess the risks of prompting an AI.

CSLOs

Design and utilize effective prompts for Large Language Models

Expected SLO Performance: 0.0

Understand the major prompt patterns and when to apply them

Expected SLO Performance: 0.0

Understand and use Retrieval Augmented Generation

Expected SLO Performance: 0.0

Understand and create a simple AI agent

Expected SLO Performance: 0.0

Understand and create a customized GPT

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Creating effective Large Language Model (LLM) Prompts
 - 1. LLM settings
 - 2. Prompting basics
 - 3. Prompt Elements
 - 4. Prompt Design Guidelines
 - 5. Prompt Examples

- B. Understand and use important Prompt Patterns
 - 1. Zero Shot
 - 2. Few Shot
 - 3. Flipped Interaction
 - 4. Recipe
 - 5. Reflection
 - 6. Refinement
 - 7. Persona
 - 8. Context Management
 - 9. Chain of Thought
 - 10. Tree of Thoughts
 - 11. Prompt Chaining
- C. Apply prompt knowledge to a wide range of application types
 - 1. Classification
 - 2. Coding
 - 3. Creativity
 - 4. Evaluation
 - 5. Text Summarization and Information Extraction
 - 6. Image Generation
 - 7. Reasoning
 - 8. Adversarial Programming
- D. Understand the advantages of Retrieval Augmented Generation (RAG) and use it successfully
 - 1. Introduction and Advantages
 - 2. Response Traceability and Explainability
 - 3. Component Framework
 - 4. Performance and Sizing Analysis
- E. Construct a simple AI Agent (Intelligent Assistant with decision making capabilities)
 - 1. Introduction
 - 2. Core Components
 - 3. Real world case study
- F. Understand the advantages of Customized GPTs and use them successfully
 - 1. Introduction
 - 2. Step by step construction process
 - 3. Real world case study
- G. Appreciate and assess the risks of prompting an AI.
 - 1. Current Prompt challenges
 - 2. Adversarial Prompts
 - 3. Factualty
 - 4. Biases

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 4.5
- Lec Hrs: 4
- Lec Load: .089
- Lab Hrs: 1.5
- Lab Load: .024
- Total Load: .113
- Seat Ct: 40
- (mkct 5/23/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

CIS D004.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please mention DSPS services available to students in question Y #12.	

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD351. : Introduction to Prompt Engineering**General Information**

Faculty Initiator:	<ul style="list-style-type: none">• Sukhjit Singh• Pape, Mary
Attachments:	Hybrid_CIS_351_2026F.pdf Online_CIS_351_2026F.pdf ReqAdv_G_CIS_351_2026F.pdf
Course ID (CB01A and CB01B) :	CISD351.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Prompt Engineering
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0707.00) *Computer Software Development
CIP Code:	(15.1204) Computer Software Technology/Technician.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	Equip students with the skills to effectively design, refine, and implement prompts for guiding AI model responses which are both factually accurate and useful. Students will learn to craft clear and purposeful prompt sequences relevant to text generation, software development, data analysis and problem-solving, understand the iterative process of optimizing AI outputs, and troubleshoot common prompt-related challenges. Students will additionally learn about key prompt patterns, the construction of AI Agents and Customized GPTs, Retrieval Augmented Generation (RAG) and how to minimize the potential risks and misuses associated with directly accessing AI.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

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

Discipline 3:

No value

FSA:

- FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This CTE course is UC and CSU transferable and is a course in the Applied Artificial Intelligence Certificate of Achievement. This course fosters a structured yet experimental approach to prompt engineering, encouraging students to explore diverse prompting techniques, patterns, and frameworks.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

The Introduction to Prompt Engineering course is designed to empower students with the ability to craft effective prompts for guiding AI models to generate accurate, useful, and contextually appropriate responses. As AI-driven systems become integral to various fields—ranging from software development and data analysis to creative writing and business solutions—understanding how to interact with these models efficiently is essential.

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	66

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

 Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

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

Methods of Instruction

Methods of Instruction

Collaborative projects
 Discussion and problem-solving performed in class
 Discussion of assigned reading
 Homework and extended projects
 In-class exploration of internet sites
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
 Lecture and visual aids
 Quiz and examination review performed in class

Assignments

A. Reading in textbook, online references, and lecture notes.

B. 6-8 problem solving assignments on identifying, applying, and evaluating Prompt Engineering Concepts.

1. Create an effective series of Large Language Model (LLM) prompts for generating the planning for an involved life process (ex: a wedding).
2. Enhance the original set of prompts by incorporating two or more important prompt patterns in the solution.
3. Apply prompt patterns to generate a range of business solutions (ex: a product marketing plan).
4. Leverage Retrieval Augmentation Generation (RAG) to "update" LLM training information through a set of supplied documents / web sites to make its responses more up to date (ex: including state-of-the-art scientific advances) .
5. Package a set of RAG training sources and a corresponding set of prompt sequences into an application-specific AI agent, which self-gathers the user information it needs to operate effectively (ex: a virtual assistant to schedule appointments and send reminders).
6. Create a customized GPT which is fed a complete set of documents defining a problem domain and then solves problems in that domain (ex: can accurately answer questions about a chosen board game).
7. Explore the limits of an LLM by attacking its "guard rails" to see if inappropriate output can be generated.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Weekly Assignments focused on generated correctly formatted, factually accurate and useful AI responses in wide variety of distinct application areas
- B. Midterm exam
- C. Final exam

Essential Student Materials/Essential College Facilities

Essential Student Material:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
James Phoenix & Mike Taylor	Prompt Engineering for Generative AI	May 2024	O'Reilly Media;	978-1098153434

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Create effective Large Language Model (LLM) Prompts

Understand and use important Prompt Patterns

Apply prompt knowledge to a wide range of application types

Understand the advantages of Retrieval Augmented Generation (RAG) and use it successfully

Construct a simple AI Agent

Understand the advantages of Customized GPTs and use them successfully

Appreciate and assess the risks of prompting an AI.

CSLOs

Design and utilize effective prompts for Large Language Models

Expected SLO Performance: 0.0

Understand the major prompt patterns and when to apply them

Expected SLO Performance: 0.0

Understand and use Retrieval Augmented Generation

Expected SLO Performance: 0.0

Understand and create a simple AI agent

Expected SLO Performance: 0.0

Understand and create a customized GPT

Expected SLO Performance: 0.0

Outline

Course Outline

A. Creating effective Large Language Model (LLM) Prompts

1. LLM settings
2. Prompting basics
3. Prompt Elements
4. Prompt Design Guidelines
5. Prompt Examples

B. Understand and use important Prompt Patterns

1. Zero Shot
2. Few Shot
3. Flipped Interaction
4. Recipe
5. Reflection
6. Refinement
7. Persona
8. Context Management
9. Chain of Thought
10. Tree of Thoughts
11. Prompt Chaining

C. Apply prompt knowledge to a wide range of application types

1. Classification
2. Coding

- 3. Creativity
- 4. Evaluation
- 5. Text Summarization and Information Extraction
- 6. Image Generation
- 7. Reasoning
- 8. Adversarial Programming
- D. Understand the advantages of Retrieval Augmented Generation (RAG) and use it successfully
 - 1. Introduction and Advantages
 - 2. Response Traceability and Explainability
 - 3. Component Framework
 - 4. Performance and Sizing Analysis
- E. Construct a simple AI Agent (Intelligent Assistant with decision making capabilities)
 - 1. Introduction
 - 2. Core Components
 - 3. Real world case study
- F. Understand the advantages of Customized GPTs and use them successfully
 - 1. Introduction
 - 2. Step by step construction process
 - 3. Real world case study
- G. Appreciate and assess the risks of prompting an AI.
 - 1. Current Prompt challenges
 - 2. Adversarial Prompts
 - 3. Factuality
 - 4. Biases

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

CIS D004.

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/19/25	Req/Adv		Required	Please clarify whether CIS 4 is a prerequisite (as it says in your matrix G) or an advisory (as it says on the Req/Adv tab)	Y - CIS 4 is Advisory. Matrix G is corrected.

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

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

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD067. : Implementing Responsible AI**General Information**

Faculty Initiator:	<ul style="list-style-type: none">• Sukhjot Singh• Pape, Mary
Attachments:	Hybrid_CIS_67_2026F.pdf Online_CIS_67_2026F.pdf
Course ID (CB01A and CB01B) :	CISD067.
Short Course Title:	No value
Course Title (CB02) :	Implementing Responsible AI
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0707.10) *Computer Programming
CIP Code:	(11.0201) Computer Programming/Programmer, General.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>This course addresses the ethical, societal, and governance aspects of artificial intelligence, preparing students to navigate and implement AI responsibly. Key topics include AI ethics frameworks, transparency, fairness, accountability, and the societal impact of AI technologies. Students will explore real-world case studies, focusing on ethical decision-making, policy implications, and responsible AI practices across various industries. The course also introduces tools and guidelines for integrating ethical AI into business operations, emphasizing frameworks for data governance, privacy, and bias mitigation. By the end, students will be equipped to assess and address ethical challenges in AI, contributing to responsible innovation in their fields.</p>
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• Computer Science
----------------------	--

Discipline 2:

No value

Discipline 3:

No value

FSA:

- FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a credit CTE course that is required course for the Applied Artificial Intelligence Certificate of Achievement - Advanced This course is CSU transferable. The course aligns with industry demand for professionals skilled in implementing AI solutions that prioritize equity, inclusivity, and societal benefit, ensuring that students not only become proficient in AI technologies but also understand the importance of their responsible application.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Applied Artificial Intelligence Associate of Science (In Development)

Associate in Science (A.S.) Degree

Fall 2026

Applied Artificial Intelligence Certificate of Achievement (In Development)	Certificate of Achievement (COA)	Fall 2026
Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)	Certificate of Achievement-Advanced (COA-A)	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	Transferability Status
Transferable to CSU only	Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Collaborative projects
Discussion and problem-solving performed in class
Discussion of assigned reading
Guest speakers
Homework and extended projects
In-class exploration of internet sites
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
Lecture and visual aids
Quiz and examination review performed in class

Assignments

- A. Assignment 1: Ethical Analysis of an AI System
 1. Analyze an existing AI system to identify potential ethical concerns related to bias, fairness, transparency, and accountability.
- B. Assignment 2: Bias Detection and Mitigation in AI Models (Hands-on Lab)
 1. Implement bias detection and mitigation techniques using real-world datasets.
- C. Assignment 3: AI Governance & Compliance Policy Brief
 1. Develop an AI governance and compliance policy for a fictional company deploying AI in a high-stakes industry (e.g., healthcare, finance, hiring).
- D. Assignment 4: AI Ethics Debate & Reflection
 1. Engage in a structured debate on a controversial AI ethics topic and reflect on different perspectives. Responsible AI Implementation Proposal
 2. Develop a real-world implementation plan for an AI system that adheres to responsible AI principles.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Programming assignments and labs (at instructor discretion) evaluated on correct output and implementation of required constructs.
- B. Ethical AI case study reports analysis evaluated on completeness and correctness.
- C. Midterm and final examinations evaluated on correctness.
- D. Final project and presentation assessed based on completeness and clarity of idea presentation.
- E. Class participation in discussions and debates evaluated on meaningful contribution of ideas.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author

Title

Publisher

Date/Edition

ISBN

Prof Luciano Floridi

The Ethics of Artificial
Intelligence: Principles,
Challenges, and Opportunities

Oxford University
Press

November 11, 2023

978-0198883098

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Understand Ethical and Governance Principles for AI

Implement Responsible AI in Network and Infrastructure Layers

Develop AI-Driven Solutions While Ensuring Operating System (OS) Security

Ensure Ethical Use of AI in Databases and Data Management

Deploy AI Responsibly in Virtual Machines and Cloud Infrastructure

Integrate Responsible AI in Programming Languages and Development Frameworks

Design Ethical AI for Mobile and Web Applications

Enhance End-User Trust Through AI Transparency and Explainability

Promote Inclusive and Fair AI-Driven User Experience (UX) Design

Establish Responsible AI Practices at Every Layer of AI Development

CSLOs

Evaluate and Implement Responsible AI Across the Technology Stack

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Understand Ethical and Governance Principles for AI
 - 1. Define key ethical concerns in AI, including bias, fairness, transparency, and accountability.
 - 2. Analyze international AI governance frameworks and policies, such as GDPR, IEEE AI Ethics Guidelines, and NIST AI Risk Management Framework.
 - 3. Evaluate the role of regulatory compliance in AI deployments across industries (healthcare, finance, law enforcement, education, etc.).
 - 4. Assess case studies of ethical AI failures and identify lessons learned.
- B. Implement Responsible AI in Network and Infrastructure Layers
 - 1. Examine how AI interacts with network security and data transmission protocols.
 - 2. Understand AI's impact on network privacy, including encrypted data transmission, VPNs, and secure authentication.
 - 3. Assess potential security vulnerabilities when integrating AI models into edge computing and IoT devices.
 - 4. Apply AI-driven intrusion detection and network monitoring responsibly while ensuring user privacy and avoiding unnecessary surveillance.
- C. Develop AI-Driven Solutions While Ensuring Operating System (OS) Security
 - 1. Identify how AI interacts with various operating systems (Windows, Linux, macOS, mobile OS).
 - 2. Ensure secure AI deployments by understanding process management, access control, and system permissions.
 - 3. Discuss the risks of AI-enabled malware detection and endpoint security solutions, ensuring transparency in AI decision-making.
 - 4. Evaluate responsible implementation of automated system updates and patches to prevent AI-driven vulnerabilities.
- D. Ensure Ethical Use of AI in Databases and Data Management
 - 1. Understand the role of AI in database management systems (SQL, NoSQL, distributed databases).
 - 2. Apply AI-driven data indexing, search optimization, and predictive analytics while ensuring fairness in decision-making.
 - 3. Ensure responsible data governance policies, including user consent, encryption, and retention policies.
 - 4. Evaluate risks associated with AI-based data scraping, aggregation, and profiling, particularly in handling sensitive user data.
- E. Deploy AI Responsibly in Virtual Machines and Cloud Infrastructure
 - 1. Examine the role of AI in cloud computing platforms (AWS, Azure, Google Cloud).
 - 2. Assess AI's impact on virtual machines, containers (Docker, Kubernetes), and serverless computing.
 - 3. Implement responsible AI load balancing, auto-scaling, and cloud security policies.
 - 4. Ensure compliance with multi-cloud and hybrid-cloud AI deployments, addressing data sovereignty and cross-border data transfer regulations.
- F. Integrate Responsible AI in Programming Languages and Development Frameworks
 - 1. Compare AI's implementation across major programming languages (Python, Java, C++, Rust, JavaScript).
 - 2. Ensure responsible AI model training and deployment practices, addressing overfitting, adversarial attacks, and robustness.
 - 3. Evaluate ethical considerations in AI-driven software development lifecycle (SDLC), including responsible code documentation, testing, and debugging.
 - 4. Apply AI in code review and bug detection tools while ensuring fairness in automated recommendations.
- G. Design Ethical AI for Mobile and Web Applications
 - 1. Implement responsible AI-driven chatbots, recommendation systems, and virtual assistants in web and mobile applications.
 - 2. Address AI's impact on mobile operating systems (Android, iOS) and cross-platform frameworks (React Native, Flutter).
 - 3. Assess the privacy implications of AI-based user tracking, behavior analysis, and targeted advertising.
 - 4. Develop AI applications that prioritize user agency, informed consent, and opt-out mechanisms.
- H. Enhance End-User Trust Through AI Transparency and Explainability
 - 1. Implement AI explainability techniques such as SHAP (Shapley Additive Explanations) and LIME (Local Interpretable Model-agnostic Explanations).
 - 2. Ensure users understand AI decision-making by designing intuitive model transparency features.
 - 3. Conduct responsible A/B testing and user experience (UX) research without exploiting user vulnerabilities.
 - 4. Develop AI-driven assistive technologies that improve accessibility while respecting user autonomy.
- I. Promote Inclusive and Fair AI-Driven User Experience (UX) Design
 - 1. Apply responsible AI principles to voice assistants, augmented reality (AR), and virtual reality (VR) applications.
 - 2. Ensure AI-powered personalization algorithms (such as recommendation systems) avoid echo chambers and promote diverse content.
 - 3. Evaluate how AI-based emotion recognition and sentiment analysis may introduce bias or ethical concerns.
 - 4. Design AI-powered interfaces that consider neurodiversity, disability accommodations, and cross-cultural differences.
- J. Establish Responsible AI Practices at Every Layer of AI Development
 - 1. Conduct thorough risk assessments and AI audits across all technology layers.

2. Develop an AI ethics framework for organizations, ensuring cross-functional collaboration between data scientists, software engineers, legal teams, and business executives.
3. Implement continuous monitoring and impact assessments to measure AI's long-term societal effects.
4. Design responsible AI documentation and communication strategies to foster public trust and regulatory compliance.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 4.5
- Lec Hrs: 4
- Lec Load: .089
- Lab Hrs: 1.5
- Lab Load: .024
- Total Load: .113
- Seat Ct: 40
- (mkct 6/3/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

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

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD367. : Implementing Responsible AI**General Information**

Faculty Initiator:	<ul style="list-style-type: none">• Sukhjit Singh• Pape, Mary
Attachments:	Hybrid_CIS_367_2026F.pdf Online_CIS_367_2026F.pdf
Course ID (CB01A and CB01B) :	CISD367.
Short Course Title:	No value
Course Title (CB02) :	Implementing Responsible AI
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0707.10) *Computer Programming
CIP Code:	(11.0201) Computer Programming/Programmer, General.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>This course addresses the ethical, societal, and governance aspects of artificial intelligence, preparing students to navigate and implement AI responsibly. Key topics include AI ethics frameworks, transparency, fairness, accountability, and the societal impact of AI technologies. Students will explore real-world case studies, focusing on ethical decision-making, policy implications, and responsible AI practices across various industries. The course also introduces tools and guidelines for integrating ethical AI into business operations, emphasizing frameworks for data governance, privacy, and bias mitigation. By the end, students will be equipped to assess and address ethical challenges in AI, contributing to responsible innovation in their fields.</p>
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

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

FSA:

- FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit enhanced CTE course that belongs in the Certificate of Completion in Applied Artificial Intelligence. The course aligns with industry demand for professionals skilled in implementing AI solutions that prioritize equity, inclusivity, and societal benefit, ensuring that students not only become proficient in AI technologies but also understand the importance of their responsible application.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

The rapid adoption of artificial intelligence across industries brings immense potential for innovation but also raises significant ethical and societal challenges. This course addresses the growing need for professionals equipped with the knowledge and tools to navigate these complexities responsibly. By covering essential topics such as AI ethics frameworks, transparency, fairness, accountability, and bias mitigation, the course empowers students to identify and address the ethical implications of AI in diverse real-world scenarios. Additionally, it emphasizes the importance of governance, privacy, and ethical AI integration into business practices, preparing students to contribute to responsible innovation in their respective fields. The course aligns with industry demand for professionals skilled in implementing AI solutions that prioritize equity, inclusivity, and societal benefit, ensuring that students not only become proficient in AI technologies but also understand the importance of their responsible application.

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Applied Artificial Intelligence Certificate of Completion (In Development)

Certificate of Completion

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units 0

Maximum Credit Units 0

Total Course In-Class (Contact) Hours 66

Total Course Out-of-Class Hours 96

Total Student Learning Hours 66

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class
 Discussion of assigned reading
 Guest speakers
 Homework and extended projects
 In-class exploration of internet sites
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
 Lecture and visual aids
 Quiz and examination review performed in class

Assignments

- A. Assignment 1: Ethical Analysis of an AI System
 1. Analyze an existing AI system to identify potential ethical concerns related to bias, fairness, transparency, and accountability.
- B. Assignment 2: Bias Detection and Mitigation in AI Models (Hands-on Lab)
 1. Implement bias detection and mitigation techniques using real-world datasets.
- C. Assignment 3: AI Governance & Compliance Policy Brief
 1. Develop an AI governance and compliance policy for a fictional company deploying AI in a high-stakes industry (e.g., healthcare, finance, hiring).
- D. Assignment 4: AI Ethics Debate & Reflection
 1. Engage in a structured debate on a controversial AI ethics topic and reflect on different perspectives. Responsible AI Implementation Proposal
 2. Develop a real-world implementation plan for an AI system that adheres to responsible AI principles.

Methods of Evaluation**Methods of Evaluation**

- A. Programming assignments and labs (at instructor discretion) evaluated on correct output and implementation of required constructs.
- B. Ethical AI case study reports analysis evaluated on completeness and correctness.
- C. Midterm and final examinations evaluated on correctness.
- D. Final project and presentation assessed based on completeness and clarity of idea presentation.
- E. Class participation in discussions and debates evaluated on meaningful contribution of ideas.

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

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Prof Luciano Floridi	The Ethics of Artificial Intelligence: Principles, Challenges, and Opportunities	Oxford University Press	November 11, 2023	978-0198883098

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Understand Ethical and Governance Principles for AI

Implement Responsible AI in Network and Infrastructure Layers

Develop AI-Driven Solutions While Ensuring Operating System (OS) Security

Ensure Ethical Use of AI in Databases and Data Management

Deploy AI Responsibly in Virtual Machines and Cloud Infrastructure

Integrate Responsible AI in Programming Languages and Development Frameworks

Design Ethical AI for Mobile and Web Applications

Enhance End-User Trust Through AI Transparency and Explainability

Promote Inclusive and Fair AI-Driven User Experience (UX) Design

Establish Responsible AI Practices at Every Layer of AI Development

CSLOs

Evaluate and Implement Responsible AI Across the Technology Stack

Expected SLO Performance: 0.0

Design and develop ethical AI solutions with transparency and accountability.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Understand Ethical and Governance Principles for AI
 - 1. Define key ethical concerns in AI, including bias, fairness, transparency, and accountability.
 - 2. Analyze international AI governance frameworks and policies, such as GDPR, IEEE AI Ethics Guidelines, and NIST AI Risk Management Framework.
 - 3. Evaluate the role of regulatory compliance in AI deployments across industries (healthcare, finance, law enforcement, education, etc.).
 - 4. Assess case studies of ethical AI failures and identify lessons learned.
- B. Implement Responsible AI in Network and Infrastructure Layers
 - 1. Examine how AI interacts with network security and data transmission protocols.
 - 2. Understand AI's impact on network privacy, including encrypted data transmission, VPNs, and secure authentication.
 - 3. Assess potential security vulnerabilities when integrating AI models into edge computing and IoT devices.
 - 4. Apply AI-driven intrusion detection and network monitoring responsibly while ensuring user privacy and avoiding unnecessary surveillance.
- C. Develop AI-Driven Solutions While Ensuring Operating System (OS) Security
 - 1. Identify how AI interacts with various operating systems (Windows, Linux, macOS, mobile OS).
 - 2. Ensure secure AI deployments by understanding process management, access control, and system permissions.
 - 3. Discuss the risks of AI-enabled malware detection and endpoint security solutions, ensuring transparency in AI decision-making.
 - 4. Evaluate responsible implementation of automated system updates and patches to prevent AI-driven vulnerabilities.
- D. Ensure Ethical Use of AI in Databases and Data Management
 - 1. Understand the role of AI in database management systems (SQL, NoSQL, distributed databases).
 - 2. Apply AI-driven data indexing, search optimization, and predictive analytics while ensuring fairness in decision-making.
 - 3. Ensure responsible data governance policies, including user consent, encryption, and retention policies.
 - 4. Evaluate risks associated with AI-based data scraping, aggregation, and profiling, particularly in handling sensitive user data.
- E. Deploy AI Responsibly in Virtual Machines and Cloud Infrastructure
 - 1. Examine the role of AI in cloud computing platforms (AWS, Azure, Google Cloud).
 - 2. Assess AI's impact on virtual machines, containers (Docker, Kubernetes), and serverless computing.
 - 3. Implement responsible AI load balancing, auto-scaling, and cloud security policies.
 - 4. Ensure compliance with multi-cloud and hybrid-cloud AI deployments, addressing data sovereignty and cross-border data transfer regulations.
- F. Integrate Responsible AI in Programming Languages and Development Frameworks
 - 1. Compare AI's implementation across major programming languages (Python, Java, C++, Rust, JavaScript).
 - 2. Ensure responsible AI model training and deployment practices, addressing overfitting, adversarial attacks, and robustness.
 - 3. Evaluate ethical considerations in AI-driven software development lifecycle (SDLC), including responsible code documentation, testing, and debugging.
 - 4. Apply AI in code review and bug detection tools while ensuring fairness in automated recommendations.
- G. Design Ethical AI for Mobile and Web Applications
 - 1. Implement responsible AI-driven chatbots, recommendation systems, and virtual assistants in web and mobile applications.
 - 2. Address AI's impact on mobile operating systems (Android, iOS) and cross-platform frameworks (React Native, Flutter).
 - 3. Assess the privacy implications of AI-based user tracking, behavior analysis, and targeted advertising.
 - 4. Develop AI applications that prioritize user agency, informed consent, and opt-out mechanisms.
- H. Enhance End-User Trust Through AI Transparency and Explainability
 - 1. Implement AI explainability techniques such as SHAP (Shapley Additive Explanations) and LIME (Local Interpretable Model-agnostic Explanations).
 - 2. Ensure users understand AI decision-making by designing intuitive model transparency features.
 - 3. Conduct responsible A/B testing and user experience (UX) research without exploiting user vulnerabilities.
 - 4. Develop AI-driven assistive technologies that improve accessibility while respecting user autonomy.
- I. Promote Inclusive and Fair AI-Driven User Experience (UX) Design
 - 1. Apply responsible AI principles to voice assistants, augmented reality (AR), and virtual reality (VR) applications.
 - 2. Ensure AI-powered personalization algorithms (such as recommendation systems) avoid echo chambers and promote diverse content.
 - 3. Evaluate how AI-based emotion recognition and sentiment analysis may introduce bias or ethical concerns.
 - 4. Design AI-powered interfaces that consider neurodiversity, disability accommodations, and cross-cultural differences.
- J. Establish Responsible AI Practices at Every Layer of AI Development
 - 1. Conduct thorough risk assessments and AI audits across all technology layers.
 - 2. Develop an AI ethics framework for organizations, ensuring cross-functional collaboration between data scientists, software engineers, legal teams, and business executives.
 - 3. Implement continuous monitoring and impact assessments to measure AI's long-term societal effects.
 - 4. Design responsible AI documentation and communication strategies to foster public trust and regulatory compliance.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 4
- Lec Load: 0
- Lab Hrs: 1.5
- Lab Load: 0
- Total Load: 0
- Seat Ct: 0

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD078. : Introduction to Deep Learning

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Sukhjot Singh Pape, Mary
Attachments:	Hybrid_CIS_78_2026F.pdf Online_CIS_78_2026F.pdf ReqAdv_G_CIS_78_2026F_1.pdf ReqAdv_G_CIS_78_2026F_2.pdf
Course ID (CB01A and CB01B) :	CISD078.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Deep Learning
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0707.10) *Computer Programming
CIP Code:	(11.0201) Computer Programming/Programmer, General.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course introduces fundamental concepts of neural networks and deep learning, equipping students with the skills needed to develop, optimize, and deploy neural network models. Key topics include neural network architectures, backpropagation, regularization, and optimization techniques. Students will explore convolutional neural networks (CNNs) for image processing, recurrent neural networks (RNNs) for sequential data, and advanced models such as long short-term memory (LSTM) networks and gated recurrent units (GRUs).
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

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

FSA:

- FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a CSU transferable course. It is CTE and belongs in the Certificate of Achievement - Advanced in Applied Artificial Intelligence. This course will provide students with foundational knowledge and application of math and statistics in machine learning models.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

The Introduction to Deep Learning course is designed to equip students with a strong foundation in neural networks and advanced machine learning models, fostering both theoretical understanding and practical proficiency. This course emphasizes a hands-on, problem-solving approach, allowing students to engage with real-world challenges in computer vision, natural language processing, and predictive modeling. We believe that deep learning is not just about mastering algorithms but also about cultivating an analytical mindset. Through coding exercises, case studies, and collaborative projects, students will develop the critical thinking skills necessary to evaluate and optimize models effectively. The course encourages exploration and experimentation, leveraging industry-standard frameworks like TensorFlow and PyTorch to bridge the gap between theory and application. Moreover, ethical considerations and societal impacts of AI are integral to our philosophy. We stress the responsible use of deep learning technologies, fostering discussions on fairness, bias, and the implications of automated decision-making. Ultimately, this course aims to inspire innovation, enabling students to harness deep learning's power for scientific discovery, business intelligence, and creative applications, preparing them for future contributions in this rapidly evolving field.

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Applied Artificial Intelligence Associate of Science (In Development)

Associate in Science (A.S.) Degree

Fall 2026

Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units 4.5

Maximum Credit Units 4.5

Total Course In-Class (Contact) Hours 66

Total Course Out-of-Class Hours 96

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Collaborative projects
Discussion and problem-solving performed in class
Discussion of assigned reading
Homework and extended projects
In-class exploration of internet sites
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
Lecture and visual aids
Quiz and examination review performed in class

Assignments

- A. Reading in textbook, online references, and lecture notes.
- B. 6-8 problem solving assignments on evaluating and applying machine learning models.
 1. Utilize deep learning toolkits such as TensorFlow, PyTorch, and Keras to set up the environment and implement a simple feedforward neural network.
 2. Perform data preprocessing techniques including data cleaning, normalization, augmentation, and feature scaling for both structured and unstructured datasets.
 3. Train and evaluate supervised deep learning models by applying regularization techniques, tuning hyperparameters, and analyzing performance metrics such as accuracy and F1-score.
 4. Develop and optimize convolutional neural networks for image classification, experiment with data augmentation techniques, and fine-tune pre-trained models using transfer learning.
 5. Implement recurrent neural networks, LSTM, and transformers for sequential data processing, time-series forecasting, and natural language processing tasks.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Assignments and quizzes are evaluated for completeness, correctness, and proper application and evaluation of deep learning models.
- B. In-class problem solving and group collaborative problem solving are evaluated for the ability to apply deep learning models appropriately and interpret the results correctly.
- C. One or more examinations with questions on deep learning concepts and applications discussed in class, which require the student to apply deep learning models appropriately or write short answers. Submitted work will be graded on correctness and completeness.
- D. A comprehensive final examination with questions on deep learning concepts and applications discussed in class, which require the student to apply deep learning models appropriately or write short answers. Submitted work will be graded on correctness and completeness.

Essential Student Materials/Essential College Facilities

Essential Student Material:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Francois Chollet	Deep Learning with Python, Second Edition	Manning	December 21, 2021/2nd Edition	978-1617296864

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define and Describe the Foundational Concepts of Deep Learning

Apply the Mathematical Principles Behind Deep Learning

Implement Basic Neural Networks and Deep Learning Models

Evaluate and Improve Deep Learning Models

Utilize Deep Learning Frameworks and Libraries Effectively

Explore Real-World Applications of Deep Learning

CSLOs

Demonstrate proficiency in implementing basic deep learning algorithms and models.

Expected SLO Performance: 0.0

Apply deep learning techniques to solve real-world problems and interpret results effectively.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define and Describe the Foundational Concepts of Deep Learning
 1. History and evolution of deep learning
 2. Key components of neural networks: neurons, layers, and activation functions
 3. Supervised, unsupervised, and reinforcement learning paradigms
- B. Apply the Mathematical Principles Behind Deep Learning
 1. Linear algebra for deep learning (vectors, matrices, and tensor operations)
 2. Calculus for deep learning: differentiation and chain rule
 3. Probability and statistics in deep learning (loss functions, likelihood estimation)
- C. Implement Basic Neural Networks and Deep Learning Models
 1. Convolutional Neural Networks (CNNs) for image data
 2. Recurrent Neural Networks (RNNs) for sequential data
 3. Long Short-Term Memory (LSTM) and Gated Recurrent Units (GRU)
 4. Overfitting, underfitting, and techniques to address them
- D. Evaluate and Improve Deep Learning Models
 1. Explain the purpose of Model Evaluation Metrics
 2. Define the key metrics: accuracy, precision, recall and F1-score with pre-trained models for classifying a data set.
 3. Introduce learning curves (Training and Validation loss vs. epochs), usage of overfitting, underfitting and optimal training.
 4. Introduce debugging techniques by analyzing misclassified samples and exploration of parameter tuning.
- E. Utilize Deep Learning Frameworks and Libraries Effectively
 1. Explore the purpose and functionality of popular frameworks like TensorFlow, PyTorch, and Keras, emphasizing their role in building, training, and evaluating deep learning models effectively.
 2. Learn to set up a robust deep learning environment, including GPU/TPU acceleration, to optimize model training and understand its impact on key evaluation metrics such as accuracy, precision, recall, and F1-score.
 3. Understand essential evaluation metrics using pre-trained models for data classification, and analyze learning curves to assess training and validation losses, addressing concepts like overfitting, underfitting, and achieving optimal training.
 4. Delve into debugging strategies by analyzing misclassified samples and fine-tuning parameters to improve model performance while aligning with evaluation metrics and overall model efficiency.
- F. Explore Real-World Applications of Deep Learning
 1. Computer Vision, Natural Language Processing, and Generative Models (GANs)
 2. Ethical considerations and societal impacts of deep learning applications

Lab Outline

- A. Utilize deep learning toolkits such as TensorFlow, PyTorch, and Keras to set up the environment and implement a simple feedforward neural network.
- B. Perform data preprocessing techniques including data cleaning, normalization, augmentation, and feature scaling for both structured and unstructured datasets.
- C. Train and evaluate supervised deep learning models by applying regularization techniques, tuning hyperparameters, and analyzing performance metrics such as accuracy and F1-score.
- D. Develop and optimize convolutional neural networks for image classification, experiment with data augmentation techniques, and fine-tune pre-trained models using transfer learning.
- E. Implement recurrent neural networks, LSTM, and transformers for sequential data processing, time-series forecasting, and natural language processing tasks.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 4.5
- Lec Hrs: 4
- Lec Load: .089
- Lab Hrs: 1.5
- Lab Load: .024
- Total Load: .113
- Seat Ct: 40
- (mkct 5/23/25)

Req/Adv

Prerequisite(s):

CIS D017B, MATH D002B or MATH D02BH

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please mention DSPS services available to students in question Y #12.	

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD378. : Introduction to Deep Learning**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> • Sukhjot Singh • Pape, Mary
Attachments:	Hybrid_CIS_378_2026F.pdf Online_CIS_378_2026F.pdf ReqAdv_G_CIS_378_2026F_1.pdf ReqAdv_G_CIS_378_2026F_2.pdf
Course ID (CB01A and CB01B) :	CISD378.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Deep Learning
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	(0707.10) *Computer Programming
CIP Code:	(11.0201) Computer Programming/Programmer, General.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course introduces fundamental concepts of neural networks and deep learning, equipping students with the skills needed to develop, optimize, and deploy neural network models. Key topics include neural network architectures, backpropagation, regularization, and optimization techniques. Students will explore convolutional neural networks (CNNs) for image processing, recurrent neural networks (RNNs) for sequential data, and advanced models such as long short-term memory (LSTM) networks and gated recurrent units (GRUs).
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

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

FSA:

- FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a noncredit enhanced CTE course that belongs on the Certificate of Completion in Applied Artificial Intelligence. This course will provide students with introductory level knowledge and hands-on experience in working with AI for a range of applications

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Applied Artificial Intelligence Certificate of Completion (In Development)

Certificate of Completion

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	66

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	48
Laboratory	18
NA	0
Total	66

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Collaborative projects
Discussion and problem-solving performed in class
Discussion of assigned reading
Homework and extended projects
In-class exploration of internet sites
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
Lecture and visual aids
Quiz and examination review performed in class

Assignments

A. Reading in textbook, online references, and lecture notes.

B. 6-8 problem solving assignments on evaluating and applying machine learning models.

1. Utilize deep learning toolkits such as TensorFlow, PyTorch, and Keras to set up the environment and implement a simple feedforward neural network.
2. Perform data preprocessing techniques including data cleaning, normalization, augmentation, and feature scaling for both structured and unstructured datasets.
3. Train and evaluate supervised deep learning models by applying regularization techniques, tuning hyperparameters, and analyzing performance metrics such as accuracy and F1-score.
4. Develop and optimize convolutional neural networks for image classification, experiment with data augmentation techniques, and fine-tune pre-trained models using transfer learning.
5. Implement recurrent neural networks, LSTM, and transformers for sequential data processing, time-series forecasting, and natural language processing tasks.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Assignments and quizzes are evaluated for completeness, correctness, and proper application and evaluation of deep learning models.
- B. In-class problem solving and group collaborative problem solving are evaluated for the ability to apply deep learning models appropriately and interpret the results correctly.
- C. One or more examinations with questions on deep learning concepts and applications discussed in class, which require the student to apply deep learning models appropriately or write short answers. Submitted work will be graded on correctness and completeness.
- D. A comprehensive final examination with questions on deep learning concepts and applications discussed in class, which require the student to apply deep learning models appropriately or write short answers. Submitted work will be graded on correctness and completeness.

Essential Student Materials/Essential College Facilities

Essential Student Material:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Francois Chollet	Deep Learning with Python, Second Edition	Manning	December 21, 2021/2nd Edition	978-1617296864

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define and Describe the Foundational Concepts of Deep Learning

Apply the Mathematical Principles Behind Deep Learning

Apply the Mathematical Principles Behind Deep Learning

Evaluate and Improve Deep Learning Models

Utilize Deep Learning Frameworks and Libraries Effectively

Explore Real-World Applications of Deep Learning

CSLOs

Demonstrate proficiency in implementing basic deep learning algorithms and models.

Expected SLO Performance: 0.0

Apply deep learning techniques to solve real-world problems and interpret results effectively.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define and Describe the Foundational Concepts of Deep Learning
 1. History and evolution of deep learning
 2. Key components of neural networks: neurons, layers, and activation functions
 3. Supervised, unsupervised, and reinforcement learning paradigms
- B. Apply the Mathematical Principles Behind Deep Learning
 1. Linear algebra for deep learning (vectors, matrices, and tensor operations)
 2. Calculus for deep learning: differentiation and chain rule
 3. Probability and statistics in deep learning (loss functions, likelihood estimation)
- C. Implement Basic Neural Networks and Deep Learning Models
 1. Convolutional Neural Networks (CNNs) for image data
 2. Recurrent Neural Networks (RNNs) for sequential data
 3. Long Short-Term Memory (LSTM) and Gated Recurrent Units (GRU)
 4. Overfitting, underfitting, and techniques to address them
- D. Evaluate and Improve Deep Learning Models
 1. Explain the purpose of Model Evaluation Metrics
 2. Define the key metrics: accuracy, precision, recall and F1-score with pre-trained models for classifying a data set.
 3. Introduce learning curves (Training and Validation loss vs. epochs), usage of overfitting, underfitting and optimal training.
 4. Introduce debugging techniques by analyzing misclassified samples and exploration of parameter tuning.
- E. Utilize Deep Learning Frameworks and Libraries Effectively

1. Explore the purpose and functionality of popular frameworks like TensorFlow, PyTorch, and Keras, emphasizing their role in building, training, and evaluating deep learning models effectively.
2. Learn to set up a robust deep learning environment, including GPU/TPU acceleration, to optimize model training and understand its impact on key evaluation metrics such as accuracy, precision, recall, and F1-score.
3. Understand essential evaluation metrics using pre-trained models for data classification, and analyze learning curves to assess training and validation losses, addressing concepts like overfitting, underfitting, and achieving optimal training.
4. Delve into debugging strategies by analyzing misclassified samples and fine-tuning parameters to improve model performance while aligning with evaluation metrics and overall model efficiency.

F. Explore Real-World Applications of Deep Learning

1. Computer Vision, Natural Language Processing, and Generative Models (GANs)
2. Ethical considerations and societal impacts of deep learning applications

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Req/Adv

Prerequisite(s):

CIS D017B, MATH D002B or MATH D02BH

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

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

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

CISD080. : Introduction to Natural Language Processing**General Information**

Faculty Initiator:	<ul style="list-style-type: none">• Clare Nguyen• Pape, Mary
Attachments:	Hybrid_CIS_80_2026F.pdf Online_CIS_80_2026F.pdf ReqAdv_G_CIS_80_2026F_1.pdf
Course ID (CB01A and CB01B) :	CISD080.
Short Course Title:	No value
Course Title (CB02) :	Introduction to Natural Language Processing
Department:	CIS - Computer Sci and Info Systems
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course explores the core theory and practice in natural language processing (NLP). Working on tasks such as syntactic parsing, text classification, and sentiment analysis, students gain skills in data preprocessing, feature extraction, and other foundational NLP methods. Coverage of NLP models includes classical machine learning techniques and emphasizes deep learning techniques.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">• Computer Science
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">• FHDA FSA - COMPUTER SCIENCE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a CSU transferable course. It is CTE and belongs in the Certificate of Achievement - Advanced in Applied Artificial Intelligence. This course will provide students with introductory knowledge and hands-on experience in natural language processing, which is used in classical machine learning and large language models.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Applied Artificial Intelligence Associate of Science (In Development)

Associate in Science (A.S.) Degree

Fall 2026

Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)

Certificate of Achievement-Advanced (COA-A)

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	4.5
Maximum Credit Units	4.5
Total Course In-Class (Contact) Hours	66
Total Course Out-of-Class Hours	96
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

 Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	1.5	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	18
NA	0
Total	66

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

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

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class
 Discussion of assigned reading
 Homework and extended projects

In-class exploration of internet sites
 Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
 Lecture and visual aids
 Quiz and examination review performed in class

Assignments

- A. Reading in textbook, online references, and lecture notes.
- B. 6-8 problem solving assignments on natural language processing concepts in machine learning models, covering the Lab Topics specified in the Lab Outline section.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Assignments and quizzes are evaluated for completeness, correctness, and proper application of natural language processing in AI models.
- B. In-class problem solving and group collaborative problem solving are evaluated for the ability to apply natural language processing in AI models appropriately.
- C. One or more examinations with questions on natural language processing concepts and applications discussed in class. Submitted work will be graded on correctness and completeness.
- D. A comprehensive final examinations with questions on natural language processing concepts and applications discussed in class. Submitted work will be graded on correctness and completeness.

Essential Student Materials/Essential College Facilities

Essential Student Material:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Daniel Jurafsky, James H. Martin	Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition with Language Models	None, ebook at: https://web.stanford.edu/~jurafsky/	January 2025, 3rd Edition	N/A

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Define Natural Language Processing (NLP) Scope and Applications

Evaluate the NLP Toolkits

Apply Data Preprocessing

Apply Feature Extraction

Discuss Neural Networks and Large Language Models

Apply Foundation Models

Investigate Ethics in NLP

CSLOs

Explain natural language processing concepts and implementation.

Expected SLO Performance: 0.0

Apply and evaluate natural language processing algorithms in interpreting and manipulating human language applications.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Define Natural Language Processing (NLP) Scope and Applications
 - 1. History of NLP
 - 2. NLP Applications and Key Tasks
 - 3. Challenges in NLP
- B. Evaluate the NLP Toolkits
 - 1. Text processing and string operations
 - 2. Regular Expressions
 - 3. Data in NLP
 - 4. Python toolkits for NLP
- C. Apply Data Preprocessing
 - 1. Tokenization, punctuation, case insensitivity
 - 2. Stopwords
 - 3. Stemming, lemmatization

- 4. Part of speech tagging, name entity recognition
- 5. Vectorization
- 6. Normalization
- D. Apply Feature Extraction
 - 1. Bag of words
 - 2. N-gram
 - 3. Word embedding
 - 4. Term frequency: TF_IDF
- E. Discuss Neural Networks and Large Language Models
 - 1. Recurrent Neural Networks
 - 2. Transformers
 - 3. Difference between NLP and Large Language Models
 - a. Model complexity and resource requirements
 - b. Training Data
 - c. Application and performance
- F. Apply Foundation Models
 - 1. Text classification
 - 2. Sentiment analysis
 - 3. Machine translation
 - 4. Summarization
 - 5. Information retrieval
- G. Investigate Ethics in NLP
 - 1. Diverse data
 - 2. Privacy
 - 3. Ethical NLP practices

Lab Outline

- A. Code, debug, and analyze string methods and regular expressions to select text in a document.
- B. Code, debug, and analyze the outcome of data preprocessing: tokenization, removal of stopwords, stemming, lemmatization, part of speech tagging, name entity recognition.
- C. Code, debug, and analyze the vectorization of preprocessed data: bag of words, TF-IDF, embedding.
- D. Apply and analyze foundation models for sentiment analysis.
- E. Apply and analyze foundation models for text classification.
- F. Apply and analyze neural networks for machine translation.
- G. Apply and analyze foundation models for summarization.
- H. Apply and analyze foundation models for information retrieval.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 4.5
- Lec Hrs: 4
- Lec Load: .089
- Lab Hrs: 1.5
- Lab Load: .024
- Total Load: .113
- Seat Ct: 40
- (mkct 5/28/258)

Req/Adv

Prerequisite(s):

CIS D017B, MATH D002B or MATH D02BH

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/21/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please mention DSPS services available to students in question Y #12.	

Stage 9: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
05/27/25	Req/Adv	Prerequisites	Required	Have you spoken to the Math Department about the prerequisites for CIS 19 and CIS 15B? Because the prerequisite for both classes is a math OR CIS, you should probably discuss how those are interchangeable.	

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Req/Adv	Prerequisite(s):
A-Matrix Form	<u>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</u>
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
D-Matrix Form	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.
D-Matrix Form	Objective 2: Investigate the use of mathematics in real world.
D-Matrix Form	Objective 3: Explore functions.

Section	Changed field
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.
D-Matrix Form	Objective 9: Develop quadratic function models to solve problems.
D-Matrix Form	Objective 10: Investigate the characteristics of rational expressions.
D-Matrix Form	Objective 11: Develop skills to work with radical expressions.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
E-Matrix Form	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.
E-Matrix Form	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.
E-Matrix Form	Objective 4: Develop linear function models to solve problems.
E-Matrix Form	Objective 5: Use systems of two linear equations to solve real-world problems.
E-Matrix Form	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.
E-Matrix Form	Objective 7: Develop quadratic function models to solve problems.
E-Matrix Form	Objective 8: Use inequalities to solve real world problems.
E-Matrix Form	Objective 9: Explore arithmetic sequences and series.
E-Matrix Form	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section**Changed field**

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

De Anza GE Form

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

Comments

Stage 7: Content Review Matrix Liaison

Comments

Stage 8: Dean of Online Learning

Comments

Stage 9: Articulation Officer

Comments

Stage 10: De Anza General Education

CO

DL Approval Date (MM/DD/YYYY)

Formerly Statement

Formerly Statement

Course Philosophy

Course Philosophy

Foothill Equivalency

Foothill Course ID

Foothill Equivalency

Does the course have a Foothill equivalent?

General Information**Changed****Field****Current Version****Proposed Version****Faculty Initiator**

• Mi Chang

• Ninos Malek

**Course ID
(CB01A and
CB01B)**

ECOND002.

~~ECOND002.~~ ECONC2001**Course Control
Number**

CCC000042606

CCC000042606

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	Principles of Microeconomics	Principles of Microeconomics
	Short Course Title	PRIN MICROECONOMICS	PRIN MICROECONOMICS
	TOP Code (CB03)	2204.00	2204.00 Economics
	CIP Code	Economics, General.	45.0601 Economics, General.
	Department	ECON - Economics	ECON - Economics
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An introductory course focusing on choices of individual economic decision-makers. Examines fundamental microeconomic issues; the allocation of resources and the production function, pricing of output and factors of production; the distribution of wealth and income; consumer motivations and behavior; the nature and behavior of business firms and markets under various degrees of competition and market failure.	<u>Part 1:</u> An introductory course focusing on choices of <u>using microeconomic models to understand</u> individual economic decision-makers. Examines fundamental microeconomic issues; the allocation of resources and the production function, pricing of output and factors of production; the distribution of wealth and income; consumer motivations- <u>firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and behavior;</u> the nature and behavior of business firms and markets under various degrees <u>impact of competition and market failure; government policies.</u>
	Course Type (CB27)	• Lower Division	• Lower Division
!	Mode of Delivery	• Online	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Economics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - ECONOMICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	(Formerly ECON D002.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a general education requirement for De Anza and Cal-GETC. Also, this course is part of the AA- T degree in Economics. The students learn to apply the tools of 'Economic Analysis' to understand business strategic decision making, human interaction and social issues.	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a general education requirement for De Anza and Cal-GETC. Also, this course is part of the AA- T degree in Economics. The students learn to apply the tools of 'Economic Analysis' to understand business strategic decision making, human interaction and social issues.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	The students learn to apply the tools of 'Economic Analysis' to understand business strategic decision making, human interaction and social issues.	The students learn to apply the tools of 'Economic Analysis' <u>"economic analysis"</u> to understand business strategic decision making, human interaction and social issues.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	<u>ECON C2001</u>
	Does the course have a Foothill equivalent?	No	No <u>Yes</u>

More Options

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

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-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	Cal-GETC
Award Type	Certificate of Achievement-Advanced (COA-A)

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

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

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

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

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

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

Associated Program	Environmental Science for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Environmental Science for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Changed Field

Current Version

Proposed Version

<p>Associated Program Global Studies</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Global Studies</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Global Studies</p> <p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Associated Program Global Studies</p> <p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Global Studies for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Associated Program Global Studies for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Global Studies for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Associated Program Global Studies for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program IGETC</p> <p>Award Type Certificate of Achievement-Advanced (COA-A)</p>	<p>Associated Program IGETC</p> <p>Award Type Certificate of Achievement-Advanced (COA-A)</p>
<p>Associated Program Journalism for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Associated Program Journalism for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Journalism for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Associated Program Journalism for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Law, Public Policy, and Society for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Associated Program Law, Public Policy, and Society for Transfer</p> <p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>

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

Associated Program Law, Public Policy, and Society for Transfer

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

Associated Program Law, Public Policy, and Society for Transfer

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

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

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

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

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

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

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

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

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

Associated Program Liberal Arts (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 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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
GE Information			
	System/Institution	C-ID	System/Institution C-ID
	Area(s)	• ECON - Approved.	Area(s) • ECON - Approved.
	-	C-ID ECON 201	- C-ID ECON 201
	System/Institution	Cal-GETC	System/Institution Cal-GETC
	Area(s)	• CA4X - Approved.	Area(s) • CA4X - Approved.
	-	No value	- No value
	System/Institution	De Anza GE	System/Institution De Anza GE
	Area(s)	• 2G4X - Approved.	Area(s) • 2G4X - Approved.
	-	No value	- No value

Weekly Student Hours - Profile Name: Default Profile

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

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
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	Methods of Instruction	<p>Methods of Instruction</p> <p>Methods of Instruction Lecture and 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</p>	<p>Methods of Instruction Methods of Instruction</p> <p>Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed Quiz and examination review performed Collaborative learning and small group exercises</p>

!	Assignments	<ol style="list-style-type: none"> 1. Assign readings from textbook and supplementary readings to enhance understanding of the material. 2. Assign papers, reports, essays on topics related to material on current economic applications, including topics on sustainable economic growth, ecological footprint etc. 3. In Class discussion, group exercises and community engagement activities based on current topics, e.g. tariffs, price controls, Bankruptcies, mergers, pharmaceutical drug pricing, sustainability, plastic patches in ocean etc. 	<ol style="list-style-type: none"> 1. Assign readings from textbook and supplementary readings to enhance understanding of the material. 2. Assign papers, reports, essays on topics related to material on current economic applications, including topics on sustainable economic growth, ecological footprint etc. 3. In class discussion, group exercises and community engagement activities based on current topics, e.g. tariffs, price controls, bankruptcies, mergers, pharmaceutical drug pricing, sustainability, plastic patches in ocean, etc.
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Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Objective (multiple choice, true/false) portions of midterms and final exam will be used; the questions will involve quantitative problem solving
2. Short essay quizzes and graphical analysis will be assigned in addition to the exams discussing and examining current events and will be graded based on correct responses.
3. Oral participation/discussion on current events.
4. Short papers analyzing Economics concepts in our daily lives will be assigned to the students and will be graded based on correct responses.
5. Homework Problem Sets will be assigned and checked for completion.
6. Presentations will be used to assess understanding of the material covered in class and will be graded based on the quality of the presentation.

Methods of Evaluation

Methods of Evaluation Part 1:
 Assessments for this course will include both formative and summative assignments that may include some or all of the following:

Exams and Quizzes containing one or more:

- Multiple Choice questions
- Short answers
- Problem Solving
- True/False
- Essays

Other Assessments:

- Problem sets
- Online or in-class discussions
- Presentations
- Group projects
- Experiments
- Current event analysis
- Term papers

Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):

- Current event analysis
- Discussion boards
- Essay questions on exams
- Term papers

Methods of evaluation are at the discretion of local faculty.

Part 2:

1. Objective (multiple choice, true/false) portions of midterms and final exam will be used; the questions will involve quantitative problem solving
2. Short essay quizzes and graphical analysis will be assigned in addition to the exams discussing and examining current events and will be graded based on correct responses.

Changed Field

Current Version

Proposed Version

3. Oral participation/discussion on current events.
4. Short papers analyzing Economics concepts in our daily lives will be assigned to the students and will be graded based on correct responses.
5. Homework Problem Sets will be assigned and checked for completion.
6. Presentations will be used to assess understanding of the material covered in class and will be graded based on the quality of the presentation.
7. Assign group projects to encourage collaborative learning.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Colander, D. "Economics". New York: McGraw-Hill Irwin. 10th edition, 2016
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Cowen, T., & Tabarrok, A. "Modern Principles of Economics". New York: 4th edition, Worth 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hubbard, Glenn, O'Brien, Anthony, "Microeconomics" Pearson, Prentice-Hall. 6th edition, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Mankiw, N.G. "Principles of Economics". Cengage Learning. 8th edition, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	These are representative texts. Texts used by individual institutions and even individual sections will vary. These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one-semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook.
Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Economics
Author	Arnold, R., Arnold D., & Arnold, D.
Publisher	Mason, OH: Cengage Learning
Date/Edition	2023
ISBN	No value

Title	Economics
Author	Colander, D.
Publisher	New York: McGraw-Hill Irwin
Date/Edition	2019
ISBN	No value

Title	Principles of Economics
Author	Coppock, L. & Mateer, D.
Publisher	Norton
Date/Edition	2023

Changed Field

Current Version

Proposed Version

Author	McConnell, C.R. Brue, S.L., & Flynn, S.M.: 'Economics: Principles, Problems and Policies". New York: McGraw-Hill Irwin, 2ist edition, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

ISBN	No value
Title	The Economy 2.0
Author	The CORE Econ Team
Publisher	CORE Econ
Date/Edition	2023
ISBN	No value

Title	Modern Principles of Economics
Author	Cowen, T., & Tabarrok, A.
Publisher	New York: Worth
Date/Edition	2021
ISBN	No value

Title	Principles of Economics
Author	Frank, R.H., & Bernanke, B.S.
Publisher	New York: McGraw-Hill Irwin
Date/Edition	2024
ISBN	No value

Title	Principles of Economics
Author	Greenlaw, S., Shapiro, D., & MacDonald, D.
Publisher	Houston, TX: OpenStax
Date/Edition	3e
ISBN	No value

Title	Economics
Author	Hubbard, R.G., & O'Brien, A.P.
Publisher	Boston: Pearson
Date/Edition	2024

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

ISBN	No value
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Title	Economics
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Author	Krugman, P., & Wells, R.
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Publisher	New York: Worth
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Date/Edition	2024
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ISBN	No value
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Title	Principles of Economics
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Author	Mankiw, N.G.
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Publisher	Mason, OH: Cengage Learning
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Date/Edition	2024
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ISBN	No value
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Title	Economics: Principles, Problems and Policies
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Author	McConnell, C.R., Brue, S.L., & Flynn, S.M.
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Publisher	New York: McGraw-Hill Irwin
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Date/Edition	2024
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ISBN	No value
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Title	Economics
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Author	Parkin, M.
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Publisher	New York: Pearson
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Date/Edition	2023
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ISBN	No value
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Title	Principles of Economics
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Author	Rittenberg, L., & Tregarthen, T.
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Publisher	Flat World Knowledge
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Date/Edition	2021
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Changed Field

Current Version

Proposed Version

ISBN No value

Title Microeconomic Principles and Problems: A Pluralist Introduction

Author Schneider, G.

Publisher New York: Routledge

Date/Edition 2024

ISBN No value

Title Principles of Economics

Author Stevenson, B., & Wolfers, J.

Publisher New York: Worth

Date/Edition 2023

ISBN No value

Title Economics for Today

Author Tucker, I.B.

Publisher Mason, OH: Cengage Learning

Date/Edition 2023

ISBN No value

Changed Field

Current Version

Proposed Version



**Suggested
Reading List**

No value

Reading List "Barron's"

May include, but are not limited to No value

Reading List "Business Week"

May include, but are not limited to No value

Reading List "Fortune"

May include, but are not limited to No value

Reading List "Nation's Business"

May include, but are not limited to No value

Reading List "The Wall Street Journal"

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Reading List Rittenberg, L., & Tregarthen, T. Principles of Economics. Flat World Knowledge. 2018

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
!	Course Objectives	<ul style="list-style-type: none"> • Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part. • Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope. • Construct models of consumer behavior in relation to the development of markets and appraise the powerful role of consumers in directing the economic decisions of the worlds nations. • Examine the purpose of business firms as instruments for the organization of production in an economy, and evaluate the cost of production. Recognizing and defining the causal relationships between basic microeconomic phenomena, including the linkage between industry structure, decision-making and outcomes of the firm. Illustrations of these relationships will be drawn from different societies in different historical periods. • Analyze and define the causal relationships between basic microeconomic phenomena, including the linkage between the four basic market structures on the basis of differentiation in cost, revenue, profit, and social outcomes. • Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income. • Interpret Market Failure and Public Policy: Analysis of Positive and Negative Externalities 	<ul style="list-style-type: none"> • Part 1: • Perform and interpret microeconomic calculations. • Apply microeconomic models to analyze market outcomes, including market failures and government policies. • Model how consumers and firms make decisions under a variety of market structures. • Part 2: • Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part. • Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope. • Construct models of consumer behavior in relation to the development of markets and appraise the powerful role of consumers in directing the economic decisions of the worlds nations. • Examine the purpose of business firms as instruments for the organization of production in an economy, and evaluate the cost of production. Recognizing and defining the causal relationships between basic microeconomic phenomena, including the linkage between industry structure, decision-making and outcomes of the firm. Illustrations of these relationships will be drawn from different societies in different historical periods. • Analyze and define the causal relationships between basic microeconomic phenomena, including the linkage between the four basic market structures on the basis of differentiation in cost, revenue, profit, and social outcomes. • Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income. • Interpret Market Failure and Public Policy: Analysis of Positive and Negative Externalities

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

CSLOs	Evaluate whether market efficiency exists using the supply and demand model.
Expected SLO Performance	0.0

CSLOs	Evaluate whether market efficiency exists using the supply and demand model.
Expected SLO Performance	0.0

CSLOs	Demonstrate the knowledge about the way perfectly competitive markets work and what happens in the presence of imperfect market structures, including monopoly, monopolistic competition and oligopoly.
Expected SLO Performance	0.0

CSLOs	Demonstrate the knowledge about the way perfectly competitive markets work and what happens in the presence of imperfect market structures, including monopoly, monopolistic competition and oligopoly.
Expected SLO Performance	0.0

CSLOs	Identify instances of market failure including externalities such as pollution and evaluate alternative strategies to improve outcomes, including private solutions.
Expected SLO Performance	0.0

CSLOs	Identify instances of market failure including externalities such as pollution and evaluate alternative strategies to improve outcomes, including private solutions.
Expected SLO Performance	0.0

CSLOs	Apply the tools of Economic Analysis including opportunity cost and thinking at the margin to understand firms' as well as consumers' decision-making process.
Expected SLO Performance	0.0

CSLOs	Apply the tools of Economic Analysis including opportunity cost and thinking at the margin to understand firms' as well as consumers' decision-making process.
Expected SLO Performance	0.0

Course Outline



Course Content

1. Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part.
 1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics). Analyze the historical evolution of Economics from a course in "Political Economy" in 1776 (Wealth of Nations) to a "Social Science" since 1890's (Principles of Economics)
 2. Summarize and evaluate different views about economic methodology
 3. Formulate and examine the role of models in economic theorizing
 4. The relationship of the principles of microeconomics to other social sciences and the principles of macroeconomics
 5. The basic resource categories
 6. The global problem of scarcity and the basic economic questions each of the world's societies must answer. Addresses the concept of Opportunity cost as one of the most fundamental concepts of Economic thinking. Discuss how the global problem of scarcity includes the opportunity cost of pollution, greenhouse gases and climate change leading to different kinds of natural disasters.
 7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve
 8. The fundamentals of Economic Thinking as it relates to Marginal Analysis, Rational behavior, Distinction between Positive and Normative statements.
2. Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope.
 1. The demand function and the law of demand

- Part 1:
1. Fundamentals of economic thinking
 1. Scarcity / opportunity costs
 2. Factors of production / production possibilities
 3. Specialization and gains from trade
 4. Marginal analysis
 5. Rational behavior
 6. Economic models and research methodology
 2. How markets operate
 1. Definition of a market
 2. Supply and demand model
 3. Producer / consumer surplus and efficiency
 4. Government intervention
 3. Elasticity
 4. Consumer theory / demand
 5. Producer theory
 1. Production and costs
 2. Accounting / economic profit
 3. Short- and long-run production decisions
 4. Industry structure
 6. Market structures
 1. Perfect competition
 2. Monopoly
 3. Monopolistic competition
 4. Oligopoly and game theory
 7. Labor markets
 8. Market failure and public policy
 1. Externalities
 2. Public goods
 3. Imperfect competition
 4. Efficiency vs. equity
- Part 2:
1. Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part.
 1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics). Analyze the historical evolution of Economics from a course in "Political Economy" in 1776 (Wealth of Nations) to a "Social Science" since 1890's (Principles of Economics)

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

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|---------------|---|---|
| | <ol style="list-style-type: none">2. The supply function and the law of supply3. Equilibrium in a market and the nonequilibrium conditions of shortages and surpluses4. Changes in demand and supply, and the resulting impact on prices and resource allocation5. Evaluate the effectiveness of the model in predicting price movements in both national and global markets6. Price Mechanism and analysis of Producer and Consumer Surplus. Discuss why it is essential to include the external costs into the price mechanism. Discuss how consumer surplus is reduced as a result of pollution and climate change.7. Analysis of Concept of Elasticity, its measurement, its interpretation and its real world applications. <ol style="list-style-type: none">3. Construct models of consumer behavior in relation to the development of markets and appraise the powerful role of consumers in directing the economic decisions of the worlds nations.<ol style="list-style-type: none">1. Recognizing marginal and total utility2. Examine the law of diminishing marginal utility and its relation to the demand function3. Analyze consumer equilibrium and the maximization of total utility subject to constraint (illustrated through the equimarginal rule or indifference curve analysis)4. Calculating price, income and cross elasticity of demand5. Evaluate the ability of the model to predict consumer behavior and the impact of that behavior on the structure of global economies4. Examine the purpose of business firms as instruments for the organization of production in an economy, and evaluate the cost of production. Recognizing and defining the causal relationships between basic microeconomic phenomena, including the linkage between industry structure, decision-making and outcomes of the firm. Illustrations of these relationships will be drawn from different societies in different historical periods.<ol style="list-style-type: none">1. Analyze the theory of the firm | <ol style="list-style-type: none">2. Summarize and evaluate different views about economic methodology3. Formulate and examine the role of models in economic theorizing4. The relationship of the principles of microeconomics to other social sciences and the principles of macroeconomics5. The basic resource categories6. The global problem of scarcity and the basic economic questions each of the world's societies must answer. Addresses the concept of opportunity cost as one of the most fundamental concepts of economic thinking. Discuss how the global problem of scarcity includes the opportunity cost of pollution, greenhouse gases and climate change leading to different kinds of natural disasters.7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve8. The fundamentals of economic thinking as it relates to marginal analysis, rational behavior, distinction between positive and normative statements. <ol style="list-style-type: none">2. Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope.<ol style="list-style-type: none">1. The demand function and the law of demand2. The supply function and the law of supply3. Equilibrium in a market and the nonequilibrium conditions of shortages and surpluses4. Changes in demand and supply, and the resulting impact on prices and resource allocation5. Evaluate the effectiveness of the model in predicting price movements in both national and global markets6. Price Mechanism and analysis of producer and consumer Surplus. Discuss why it is essential to include the external costs into the price mechanism. Discuss how |

- | Changed Field | Current Version | Proposed Version |
|---------------|---|---|
| | <p>2. Distinguish between marginal product and total output, and the application of the law of diminishing marginal returns</p> <p>3. Assess the effect of the law of diminishing marginal returns on the supply function</p> <p>4. Evaluate optimal input decisions by firms and producer maximization behavior. Calculation of Explicit and Implicit Cost. Estimation of Accounting Profit versus Economic Profit.</p> <p>Recognize the contrast between Short Run Profit maximization objective with the long run unsustainable business practices.</p> <p>5. Describe the cost of production and calculate the fixed cost, variable cost, marginal cost and total cost functions</p> <p>6. Compare short and long run production costs, and evaluate economies of scale in terms of the structure of production entities</p> <p>5. Analyze and define the causal relationships between basic microeconomic phenomena, including the linkage between the four basic market structures on the basis of differentiation in cost, revenue, profit, and social outcomes.</p> <ol style="list-style-type: none"> 1. Defining total and marginal revenue and the integration of these ideas with the cost functions 2. Assess profit maximization as a function of revenue and cost 3. Assemble the model of perfect competition and evaluate the resulting outcome of optimal resource allocation 4. Identifying imperfect competition and the description of monopoly, oligopoly and monopolistic competition 5. Comparing the impact of imperfectly competitive market structures on efficiency, resource allocation, price and output determination, and public regulation. <p>Analyze the historical development and role of Anti Trust Laws: Sherman AntiTrust Act (1890) and Clayton Act (1914), Federal Trade Commission (FTC)(1914, Anti</p> | <p>consumer surplus is reduced as a result of pollution and climate change.</p> <p>7. Analysis of the concept of elasticity, its measurement, its interpretation and its real world applications.</p> <p>3. Construct models of consumer behavior in relation to the development of markets and appraise the powerful role of consumers in directing the economic decisions of the worlds nations.</p> <ol style="list-style-type: none"> 1. Recognizing marginal and total utility 2. Examine the law of diminishing marginal utility and its relation to the demand function 3. Analyze consumer equilibrium and the maximization of total utility subject to constraint (illustrated through the equimarginal rule or indifference curve analysis) 4. Calculating price, income and cross elasticity of demand 5. Evaluate the ability of the model to predict consumer behavior and the impact of that behavior on the structure of global economies <p>4. Examine the purpose of business firms as instruments for the organization of production in an economy, and evaluate the cost of production. Recognizing and defining the causal relationships between basic microeconomic phenomena, including the linkage between industry structure, decision-making and outcomes of the firm. Illustrations of these relationships will be drawn from different societies in different historical periods.</p> <ol style="list-style-type: none"> 1. Analyze the theory of the firm 2. Distinguish between marginal product and total output, and the application of the law of diminishing marginal returns 3. Assess the effect of the law of diminishing marginal returns on the supply function 4. Evaluate optimal input decisions by firms and producer maximization behavior. Calculation of explicit and implicit cost. Estimation of Accounting Profit versus Economic Profit. Recognize the contrast between Short Run Profit maximization |

- | | |
|--|--|
| <p>Trust Division of Department of Justice.</p> <p>6. Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income.</p> <ol style="list-style-type: none"> 1. Integrate marginal productivity theory into the derivation of marginal revenue product, and the choice by firms to employ productive resources 2. Examine the motives of households in supplying productive resources 3. Derive the payments to productive resources (wages, interest, rent and profits), and the resulting pattern of income distribution 4. Discuss the ideas of economists like Dr. Claudia Goldin of Harvard University (see Parkin, Michael. "Microeconomics") <ol style="list-style-type: none"> 1. Why average salaries of men are greater than women 2. Why the average salaries of whites are greater than nonwhites 5. Summarize the possible explanations for differences in income distribution based on gender, ethnicity and cultural distinctions: <ol style="list-style-type: none"> 1. Discrimination 2. Human capital differences 3. Specialization in labor force occupations <p>7. Interpret Market Failure and Public Policy: Analysis of Positive and Negative Externalities</p> <ol style="list-style-type: none"> 1. This analysis includes discussion of pollution, its environmental and social cost. 2. Internalization(Correction) of Externalities through market solutions (E.g.Coase Theorem) and Non Market solutions like Taxes, Subsidies, and Pollution permits etc. | <p>objective with the long run unsustainable business practices.</p> <ol style="list-style-type: none"> 5. Describe the cost of production and calculate the fixed cost, variable cost, marginal cost and total cost functions 6. Compare short and long run production costs, and evaluate economies of scale in terms of the structure of production entities <p>5. Analyze and define the causal relationships between basic microeconomic phenomena, including the linkage between the four basic market structures on the basis of differentiation in cost, revenue, profit, and social outcomes.</p> <ol style="list-style-type: none"> 1. Defining total and marginal revenue and the integration of these ideas with the cost functions 2. Assess profit maximization as a function of revenue and cost 3. Assemble the model of perfect competition and evaluate the resulting outcome of optimal resource allocation 4. Identifying imperfect competition and the description of monopoly, oligopoly and monopolistic competition 5. Comparing the impact of imperfectly competitive market structures on efficiency, resource allocation, price and output determination, and public regulation. 6. Analyze the historical development and role of Antitrust Laws: Sherman Antitrust Act (1890) and Clayton Act (1914), Federal Trade Commission (FTC) (1914, Antitrust Division of Department of Justice. <p>6. Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income.</p> <ol style="list-style-type: none"> 1. Integrate marginal productivity theory into the derivation of marginal revenue product, and the choice by firms to employ productive resources 2. Examine the motives of households in supplying productive resources |
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Current Version

Proposed Version

3. Derive the payments to productive resources (wages, interest, rent and profits), and the resulting pattern of income distribution
4. Discuss the ideas of economists like Dr. Claudia Goldin of Harvard University (see Parkin, Michael. "Microeconomics")
 1. Why average salaries of men are greater than women
 2. Why the average salaries of whites are greater than nonwhites
5. Summarize the possible explanations for differences in income distribution based on gender, ethnicity and cultural distinctions:
 1. Discrimination
 2. Human capital differences
 3. Specialization in labor force occupations
7. Interpret Market Failure and Public Policy: Analysis of Positive and Negative Externalities
 1. This analysis includes discussion of pollution, its environmental and social cost.
 2. Internalization (correction) of externalities through market solutions (e.g., Coase Theorem) and non-market solutions like taxes, subsidies, and pollution permits etc.

Lab Component in this Course

No

No

Lab Outline

No value

No value

Blue Form

Changed Questions Current Version Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
!	Prerequisite(s):	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	ENGL C1000 or ENGL C1000H or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	OUTLINE: V.E--V.G ASSIGNMENTS: VI.A, VI. B METHODS OF EVALUATION: VIII.A, VIII.B and VIII.D Evaluate production costs at efficient profit-maximizing level of output. Analyze microeconomic principles and policy from news, speeches, and articles. Presentation by students in some classes and discussions in others.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	OUTLINE: V.B, V.D, V.F, V.G. ASSIGNMENTS: VI.B METHODS OF EVALUATION: VIII.B, VIII. D Use current events and data to evaluate microeconomic decision making and trends in short papers and/or discussions.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	OUTLINE: V.E, V.F, V.G ASSIGNMENTS: VI.B METHODS OF EVALUATION: VIII.D, VIII.F Analyze different viewpoints and dimensions of various microeconomic issues including supply and demand, public policies, negative externalities, tariffs, international trade, different types of costs, as well as a variety of market structures (perfect competition, monopoly, monopolistic competition, and oligopoly) and present the research with complete citations.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	VIII.D Interpret and analyze real world scenarios related to microeconomic issues in short answer questions. Analyze market equilibrium, price controls, and profit maximization strategies.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	OUTLINE: V.E--V.G ASSIGNMENTS: VI.A and VI. B METHODS OF EVALUATION: VIII.D Discuss alternative policies' strengths and weaknesses in short answer, graphical analysis, calculation questions, multiple choice questions, and discussions of news articles.

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
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**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

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

No Value

No Value

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

D-Matrix Form

Blank area for the D-Matrix Form.

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	<p>OUTLINE: V.A--V.G METHODS OF EVALUATION: VIII.A, VIII.B, VIII.D Estimation and calculation of profit and cost functions, and production functions. The overall course is designed at the module level where the calculation of various economic statistics is the starting point followed by theoretical analysis of the problem, then subsequently using models and appropriate policy solutions to address economic problems.</p>
!	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	<p>OUTLINE V.B, V.C, V.D METHODS OF EVALUATION: VIII.A, VIII.D, VIII.E Calculate and analyze consumer and producer surplus, market equilibrium, and opportunity cost to determine international trade patterns, profit and loss for individual firms, marginal analysis (compare marginal benefit and marginal cost), optimal price level, various cost functions, and calculate the impact of taxation on certain goods on desired outcomes.</p>
!	<p>Objective 3: Explore functions.</p>	No Value	<p>OUTLINE V.E3 METHODS OF EVALUATION: VIII.A, VIII.D Evaluate price and quantity relationship. Calculate changes in international trade models depending on comparative advantage. Analyze production functions.</p>
!	<p>Objective 4: Develop linear function models.</p>	No Value	<p>OUTLINE V.F1 METHODS OF EVALUATION: VIII.A, VIII.D Analyze the different applications of demand and supply models, production possibilities frontier</p>

Changed	Questions	Current Version	Proposed Version
	<p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	<p>OUTLINE V.D, V.E METHODS OF EVALUATION: VIII.A Demonstrate skills in analyzing and estimating free market price and output level, consumer and producer surplus calculations, optimal profit and output calculations, marginal product of labor, total revenue, elasticity, including cross-price elasticity and income elasticity of demand.</p>
!	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	<p>OUTLINE V.G.2 METHODS OF EVALUATION: VIII.A, VIII.E Analyze, graph and interpret comparative advantage (trade) production possibility frontier, cost curves, impact of different market structures, such as monopoly, monopolistic competition, oligopoly and perfect competition.</p>
!	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	<p>OUTLINE V.F.3, 4 METHODS OF EVALUATION: VIII.A Calculation of accounting cost, economic cost, and profit. Utilize the demand and supply model to analyze optimal output and price.</p>
!	<p>Objective 4: Develop linear function models to solve problems.</p>	No Value	<p>OUTLINE V.C.1 METHODS OF EVALUATION: VIII.A Develop marginal revenue and cost functions. Calculate opportunity cost to develop trade patterns based on comparative advantage.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	OUTLINE V.B3, 4 METHODS OF EVALUATION: VIII.A, VIII.E Calculate and interpret the optimal consumption bundle.
!	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	N/A
!	Objective 7: Develop quadratic function models to solve problems.	No Value	N/A
!	Objective 8: Use inequalities to solve real world problems.	No Value	N/A
!	Objective 9: Explore arithmetic sequences and series.	No Value	N/A
!	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	OUTLINE: V.B, V.C, V.D METHODS OF EVALUATION: VIII.A Use mathematics as a relevant tool as mentioned above and also an additional tool to further understanding of concepts like calculation of various kinds of elasticities, law of diminishing marginal utility, cost functions, production function and revenue function.

F-Matrix Form

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

No Value

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

No Value

No Value

Changed Questions Current Version Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline: A. Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part. B. Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope.
!	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: A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations. G. Assign group projects to encourage collaborative learning
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Assignments: A. Assign readings from textbook and supplementary readings to enhance understanding of the material. B. Assign papers, or reports on topics related to material as well as essay exams. Methods of Evaluation A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.

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: F. Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income. 4. Discuss the ideas of economists like Dr. Claudia Goldin of Harvard University (see Parkin, Michael. "Microeconomics") 5. Why average salaries of men are greater than women 6. Why the average salaries of whites are greater than nonwhites Summarize the possible explanations for differences in income distribution based on gender, ethnicity and cultural distinctions: Discrimination Human capital differences Specialization in labor force occupations
!	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: E6. Analyze the historical development and role of Antitrust Laws: Sherman Antitrust Act (1890) and Clayton Act (1914), Federal Trade Commission (FTC)(1914, Antitrust Division of Department of Justice.
!	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: A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving. B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.

Comments

Changed	Questions	Current Version	Proposed Version					
	Stage 2: Department Chair	No Value	No Value					
	Stage 3: Division Curriculum Representative	No Value	No Value					
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
!	Stage 7: Content Review Matrix Liaison	No Value	Date 3/18/25	Tab Matrix A	Part - Field	Type of Edit Required	Edit Remove all reference to online modality.	Initiator - Indicate "Y" When Completed incomplete 4/15 - Y
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			4/21/25	Gabriela Nocito for COOL members	Basic Information - Modality	Required	Please indicate the course modalities. It currently says "Online" but two forms are attached: Online and Hybrid. Please delete the Suggested Reading List as this part is reserved for English classes only.	Y
			4/21/25	Gabriela Nocito for COOL members	Specifications - Suggested Reading List	Required		Y

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit		
!	Stage 9: Articulation Officer	No Value							
			05/07/2025	Basic Course Information	Foothill Equivalency	Recommended	You may want to check with Foothill that they are also submitting their ECON 1B Mi says for the CCN # NTD (not to ECON C1000. do) If so, the Foothill equivalency would be ECON C1000 Courses that are UC-transferable must have a course description of a comparable UC course uploaded in "Attachments" (could use UCLA ECON 1, or UC Davis ECN 001A) You said that this course does not meet a lower-division major requirement at any UC or CSU, but it does (can use either of the UC courses listed in the previous required update)		
			05/07/2025	Basic Course Information	Proposal Details	Required		Mi says NTD	
			05/07/2025	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Recommended		Mi says NTD	

Changed Questions Current Version Proposed Version

05/07/2025	Basic Course Proposal Information Details	Recommended	Courses that are listed as lower-division major courses at a UC or CSU must have a copy of an ASSIST printout, advising sheet, or program description course uploaded in "Attachments" to show that the course is lower-division. Must be identical to the state template; "Essays Other Assessments" is one line on yours, but Other Assessments is a separate section on the template. Must be identical to the state template. Needs the paragraph at the top of part one of the Representative Texts section (can include as a title of a textbook).
05/07/2025	Specifications Methods of Evaluation	Required	
05/07/2025	Specifications Representative Texts	Required	



Stage 10: De Anza General Education

No Value

Date Tab Part - Field Type of Edit

5/23/2025 De Anza GE Form ALL (Criteria 1-6) Required

Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. **Be sure to reference the specific section and provide a brief summary of the information cited.**

Initiator - Indicate "Y" When Completed or Initiator's Response

Y
All criteria fields have been addressed as instructed (cited from Methods of Evaluation or Course Outline)

Changed	Questions	Current Version	Proposed Version
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	Stage 13: Curriculum Committee	No Value	No Value
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CO

Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	ECON 002	ECON 002
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	Course Status	Non-substantial	Non-substantial
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	Course Characteristics	NA	NA
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	Cross-Listed/Related Course Information	NA	NA
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	Cross-Listed/Related Course ID's	No Value	No Value
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	DL Approval Date (MM/DD/YYYY)	05/08/2018	No Value
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	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
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Curriculum Office Notes	<ul style="list-style-type: none"> • C-ID requirements also appr. 5/8/18(effect. F19)-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • C-ID requirements also appr. 5/8/18(effect. F19)-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	ECOND002.
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	Distance Education Approved	Yes
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Changed	Field	Current Version
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000042606
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Articulation

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

Section	Changed field
General Information	Faculty Initiator
General Information	Course ID (CB01A and CB01B)
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Req/Adv	Prerequisite(s):
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
D-Matrix Form	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.
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.

Section	Changed field
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.
D-Matrix Form	Objective 9: Develop quadratic function models to solve problems.
D-Matrix Form	Objective 10: Investigate the characteristics of rational expressions.
D-Matrix Form	Objective 11: Develop skills to work with radical expressions.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
E-Matrix Form	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.
E-Matrix Form	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.
E-Matrix Form	Objective 4: Develop linear function models to solve problems.
E-Matrix Form	Objective 5: Use systems of two linear equations to solve real-world problems.
E-Matrix Form	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.
E-Matrix Form	Objective 7: Develop quadratic function models to solve problems.
E-Matrix Form	Objective 8: Use inequalities to solve real world problems.
E-Matrix Form	Objective 9: Explore arithmetic sequences and series.
E-Matrix Form	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.
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.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
Comments	Stage 9: Articulation Officer
Comments	Stage 10: De Anza General Education
CO	DL Approval Date (MM/DD/YYYY)
Formerly Statement	Formerly Statement

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• Ninos Malek
!	Course ID (CB01A and CB01B)	ECOND002H	ECOND002H <u>ECONC2001H</u>
	Course Control Number	CCC000558475	CCC000558475
	Course Title (CB02)	Principles of Microeconomics - HONORS	Principles of Microeconomics - HONORS
	Short Course Title	PRIN MICROECONOMICS-HONORS	PRIN MICROECONOMICS-HONORS
	TOP Code (CB03)	2204.00	2204.00 Economics
	CIP Code	Economics, General.	45.0601 Economics, General.
	Department	ECON - Economics	ECON - Economics
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	An introductory course focusing on choices of individual economic decision-makers. Examines fundamental microeconomic issues; the allocation of resources and the production function, pricing of output and factors of production; the distribution of wealth and income; consumer motivations and behavior; the nature and behavior of business firms and markets under various degrees of competition and market failure.	<u>Part 1:</u> An introductory course focusing on choices of individual economic decision-makers. Examines fundamental <u>using</u> microeconomic issues; the allocation of resources and the production function, pricing of output and factors of production; the distribution of wealth <u>models to understand individual decisions by consumers and income; consumer motivations firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and behavior; the nature and behavior impact of business firms and markets under various degrees of competition and market failure; government policies. This is an honors course.</u>
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
	Mode of Delivery	<ul style="list-style-type: none"> Online 	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	<u>(Formerly ECON D002H.)</u>

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a general education requirement for De Anza and Cal-GETC. Also, this course belongs on the AA-T degree in Economics. The students learn to apply the tools of 'Economic Analysis' to understand business strategic decision making, human interaction and social issues. This course is the honors version and as a result includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a general education requirement for De Anza and Cal-GETC. Also, this course belongs on the AA-T degree in Economics. The students learn to apply the tools of 'Economic Analysis' to understand business strategic decision making, human interaction and social issues. This course is the honors version and as a result includes more advanced assignments and assessments.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	The students learn to apply the tools of 'Economic Analysis' to understand business strategic decision making, human interaction and social issues.	The students learn to apply the tools of 'Economic Analysis' to understand business strategic decision making, human interaction and social issues.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

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

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

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
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	Course Prior To College Level	Not applicable.	Not applicable.
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	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
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	Repeat Limit	0	0
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	Grade Options	<ul style="list-style-type: none">Letter GradePass/No Pass	<ul style="list-style-type: none">Letter GradePass/No Pass
--	---------------	---	---

	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
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Changed	Field	Current Version	Proposed Version
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	Repeatability Statement	No value	
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UC Transferable and/or Lower-Division Major Requirement

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

Changed Field

Current Version

Proposed Version

Course is part of a program

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Business Administration 2.0 for Transfer
Award Type	Associate in Science for Transfer (A.S.-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	Cal-GETC
Award Type	Certificate of Achievement-Advanced (COA-A)

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

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

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

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

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

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

Associated Program	Environmental Science for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Environmental Science for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Global Studies

Associated Program	Global Studies

Changed Field

Current Version

Proposed Version

Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Global Studies	Associated Program	Global Studies
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Global Studies for Transfer	Associated Program	Global 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	Global Studies for Transfer	Associated Program	Global 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	IGETC	Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Journalism for Transfer	Associated Program	Journalism for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Journalism for Transfer	Associated Program	Journalism for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree
Associated Program	Law, Public Policy, and Society for Transfer	Associated Program	Law, Public Policy, and Society 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	Law, Public Policy, and Society for Transfer	Associated Program	Law, Public Policy, and Society 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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)
Award Type Associate in Arts (A.A.) Degree

Associated Program Liberal Arts (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 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

Transferability & Gen. Ed. Options

Changed Field

Current Version

Proposed Version

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

Y

Y

Transfer Status

Approved

Approved

Changed	Field	Current Version	Proposed Version
GE Information			
	System/Institution	C-ID	System/Institution C-ID
	Area(s)	• ECON - Approved.	Area(s) • ECON - Approved.
	-	C-ID ECON 201	- C-ID ECON 201
	System/Institution	Cal-GETC	System/Institution Cal-GETC
	Area(s)	• CA4X - Approved.	Area(s) • CA4X - Approved.
	-	No value	- No value
	System/Institution	De Anza GE	System/Institution De Anza GE
	Area(s)	• 2G4X - Approved.	Area(s) • 2G4X - Approved.
	-	No value	- No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

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

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

Specifications			

! **Methods of Instruction**

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

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed Quiz and examination review performed Collaborative learning and small group exercises

! **Assignments**

1. Assign readings from textbook and supplementary readings to enhance understanding of the material.
2. Assign papers, reports, essays on topics related to material on current economic applications, including topics on sustainable economic growth, ecological footprint etc.
3. In Class discussion, group exercises and community engagement activities based on current topics, e.g. tariffs, price controls, Bankruptcies, mergers, pharmaceutical drug pricing, sustainability, plastic patches in ocean etc.
4. Written research project. Either one research paper (10-15 pages), or two shorter research papers (5-7 pages). Oral presentation of the research topic. Assign papers, reports, essays on topics related to material on current economic applications, including topics on sustainable economic growth, ecological footprint etc.
In Class discussion, group exercises and community engagement activities based on current topics, e.g. tariffs, price controls, Bankruptcies, mergers, pharmaceutical drug pricing, sustainability, plastic patches in ocean etc.
5. Completion of additional sets of problems that require a deeper understanding of the course material and that cover additional chapters of the textbook.

1. Assign readings from textbook and supplementary readings to enhance understanding of the material.
2. Assign papers, reports, essays on topics related to material on current economic applications, including topics on sustainable economic growth, ecological footprint etc.
3. In class discussion, group exercises and community engagement activities based on current topics (e.g. tariffs, price controls, bankruptcies, mergers, pharmaceutical drug pricing, sustainability, plastic patches in ocean, etc.)
4. Written research project. Either one research paper (10-15 pages) or two shorter research papers (5-7 pages). Oral presentation of the research topic. Assign papers, reports, essays on topics related to material on current economic applications, including topics on sustainable economic growth, ecological footprint, etc.
In Class discussion, group exercises and community engagement activities based on current topics, e.g. tariffs, price controls, Bankruptcies, mergers, pharmaceutical drug pricing, sustainability, plastic patches in ocean etc.
5. Completion of additional sets of problems that require a deeper understanding of the course material and that cover additional chapters of the textbook.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Objective (multiple choice, true/false) portions of midterms and final exam will be used; the questions will involve quantitative problem solving
2. Short essay quizzes and graphical analysis will be assigned in addition to the exams discussing and examining current events and will be graded based on correct responses.
3. Oral participation/discussion on current events.
4. Short papers analyzing Economics concepts in our daily lives will be assigned to the students and will be graded based on correct responses.
5. Homework problem sets will be assigned and checked for completion.
6. Presentations will be used to assess understanding of the material covered in class and will be graded based on the quality of the presentation.
7. Honors research paper will be evaluated for depth of analysis, critical thinking skills, a comprehensive discussion of the research topic, and the quality of the sources selected.
8. Additional problem sets will be evaluated for accuracy of the solutions. Follow-up work may include one-on-one meeting with the instructor and corrections to previously submitted responses.

Methods of Evaluation

Methods of Evaluation Part 1:
 Assessments for this course will include both formative and summative assignments that may include some or all of the following:

Exams and Quizzes containing one or more:

- Multiple Choice questions
- Short answers
- Problem Solving
- True/False
- Essays

Other Assessments:

- Problem sets
- Online or in-class discussions
- Presentations
- Group projects
- Experiments
- Current event analysis
- Term papers

Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):

- Current event analysis
- Discussion boards
- Essay questions on exams
- Term papers

Methods of evaluation are at the discretion of local faculty.

Part 2:

1. Objective (multiple choice, true/false) portions of midterms and final exam will be used; the questions will involve quantitative problem solving
2. Short essay quizzes and graphical analysis will be assigned in addition to the exams discussing and examining current events and will be graded based on correct responses.
3. Oral participation/discussion on current events.
4. Short papers analyzing Economics concepts in

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

our daily lives will be assigned to the students and will be graded based on correct responses.

5. Homework problem sets will be assigned and checked for completion.
6. Presentations will be used to assess understanding of the material covered in class and will be graded based on the quality of the presentation.
7. Honors research paper will be evaluated for depth of analysis, critical thinking skills, a comprehensive discussion of the research topic, and the quality of the sources selected.
8. Additional problem sets will be evaluated for accuracy of the solutions. Follow-up work may include one-on-one meeting with the instructor and corrections to previously submitted responses.
9. Assign group projects to encourage collaborative learning



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Colander, D. "Economics". New York: McGraw-Hill Irwin. 10th edition, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Cowen, T., & Tabarrok, A. "Modern Principles of Economics". New York: Worth. 4th edition, 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hubbard, Glenn, O'Brien, Anthony, "Microeconomics" Pearson, Prentice-Hall. 6th edition, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Mankiw, N.G. "Principles of Economics". Cengage Learning. 8th edition, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Title	These are representative texts. Texts used by individual institutions and even individual sections will vary. These are two-semester textbooks covering both Macroeconomics and Microeconomics. The one-semester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook.
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Author	Part 1:
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Economics
Author	Arnold, R., Arnold, D., & Arnold, D.
Publisher	Mason, OH: Cengage Learning
Date/Edition	2023
ISBN	No value

Title	Economics
Author	Colander, D.
Publisher	New York: McGraw-Hill Irwin
Date/Edition	2019
ISBN	No value

Title	Principles of Economics
Author	Coppock, L., & Mateer, D.
Publisher	Norton
Date/Edition	2023
ISBN	No value

Title	The Economy 2.0

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Author	McConnell, C.R. Brue, S.L., & Flynn, S.M.: 'Economics: Principles, Problems and Policies'. New York: McGraw-Hill Irwin, 21st edition, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Author	The CORE Econ Team
Publisher	CORE Econ
Date/Edition	2023
ISBN	No value

Title	Modern Principles of Economics
Author	Cowen, T., & Tabarrok, A.
Publisher	New York: Worth
Date/Edition	2021
ISBN	No value

Title	Principles of Economics
Author	Frank, R.H., & Bernanke, B.S.
Publisher	New York: McGraw-Hill Irwin
Date/Edition	2024
ISBN	No value

Title	Principles of Economics
Author	Greenlaw, S., Shapiro, D., & MacDonald, D.
Publisher	Houston, TX: OpenStax
Date/Edition	3e
ISBN	No value

Title	Economics
Author	Hubbard, R.G., O'Brien, A.P.
Publisher	Boston: Pearson
Date/Edition	2024
ISBN	No value

Title	Economics
Author	Krugman, P., & Wells, R.
Publisher	New York: Worth
Date/Edition	2024

Changed Field

Current Version

Proposed Version

ISBN No value

Title Principles of Economics

Author Mankiw, N.G.

Publisher Mason, OH: Cengage Learning

Date/Edition 2024

ISBN No value

Title Economics: Principles, Problems and Policies

Author McConnell, C.R., Brue, S.L., & Flynn, S.M.

Publisher McGraw-Hill Irwin

Date/Edition 2024

ISBN No value

Title Economics

Author Parkin, M.

Publisher New York: Pearson

Date/Edition 2023

ISBN No value

Title Principles of Economics

Author Rittenberg, L., & Tregarthen, T.

Publisher Flat World Knowledge

Date/Edition 2021

ISBN No value

Title Microeconomic Principles and Problems: A Pluralist Introduction

Author Schneider, G.

Publisher New York: Routledge

Date/Edition 2024

ISBN No value

Changed Field

Current Version

Proposed Version

Title	Principles of Economics
Author	Stevenson, B., & Wolfers, J.
Publisher	New York: Worth
Date/Edition	2023
ISBN	No value

Title	Economics for Today
Author	Tucker, I.B.
Publisher	Mason, OH: Cengage Learning
Date/Edition	2023
ISBN	No value



Suggested Reading List

No value

Reading List "Barron's"
May include, but are not limited to No value

Reading List "Business Week"
May include, but are not limited to No value

Reading List "Fortune"
May include, but are not limited to No value

Reading List "Nation's Business"
May include, but are not limited to No value

Reading List "The Wall Street Journal"
May include, but are not limited to No value

Reading List Rittenberg, L., & Tregarthen, T. Principles of Economics. Flat World Knowledge. 2018

Changed Field

Current Version

Proposed Version

May No value
include,
but are
not
limited
to

Learning Outcomes



Course Objectives

- | | |
|---|---|
| <ul style="list-style-type: none"> • Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part. • Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope. • Construct models of consumer behavior in relation to the development of markets and appraise the powerful role of consumers in directing the economic decisions of the worlds nations. • Examine the purpose of business firms as instruments for the organization of production in an economy, and evaluate the cost of production. Recognizing and defining the causal relationships between basic microeconomic phenomena, including the linkage between industry structure, decision-making and outcomes of the firm. Illustrations of these relationships will be drawn from different societies in different historical periods. • Analyze and define the causal relationships between basic microeconomic phenomena, including the linkage between the four basic market structures on the basis of differentiation in cost, revenue, profit, and social outcomes. • Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income. • Interpret Market Failure and Public Policy: Analysis of Positive and Negative Externalities • Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor | <ul style="list-style-type: none"> • Part 1: • Perform and interpret microeconomic calculations. • Apply microeconomic models to analyze market outcomes, including market failures and government policies. • Model how consumers and firms make decisions under a variety of market structures. • Part 2: • Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part. • Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope. • Construct models of consumer behavior in relation to the development of markets and appraise the powerful role of consumers in directing the economic decisions of the worlds nations. • Examine the purpose of business firms as instruments for the organization of production in an economy, and evaluate the cost of production. Recognizing and defining the causal relationships between basic microeconomic phenomena, including the linkage between industry structure, decision-making and outcomes of the firm. Illustrations of these relationships will be drawn from different societies in different historical periods. • Analyze and define the causal relationships between basic microeconomic phenomena, including the linkage between the four basic market structures on the basis of differentiation in cost, revenue, profit, and social outcomes. • Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income. • Interpret Market Failure and Public Policy: Analysis of Positive and Negative Externalities • Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor |
|---|---|

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

CSLOs Evaluate whether market efficiency exists using the supply and demand model.

Expected SLO Performance 0.0

CSLOs Evaluate whether market efficiency exists using the supply and demand model.

Expected SLO Performance 0.0

CSLOs Demonstrate the knowledge about the way perfectly competitive markets work and what happens in the presence of imperfect market structures, including monopoly, monopolistic competition and oligopoly.

Expected SLO Performance 0.0

CSLOs Demonstrate the knowledge about the way perfectly competitive markets work and what happens in the presence of imperfect market structures, including monopoly, monopolistic competition and oligopoly.

Expected SLO Performance 0.0

CSLOs Identify instances of market failure including externalities such as pollution and evaluate alternative strategies to improve outcomes, including private solutions.

Expected SLO Performance 0.0

CSLOs Identify instances of market failure including externalities such as pollution and evaluate alternative strategies to improve outcomes, including private solutions.

Expected SLO Performance 0.0

CSLOs Apply the tools of Economic Analysis including opportunity cost and thinking at the margin to understand firms' as well as consumers' decision-making process.

Expected SLO Performance 0.0

CSLOs Apply the tools of Economic Analysis including opportunity cost and thinking at the margin to understand firms' as well as consumers' decision-making process.

Expected SLO Performance 0.0

Course Outline



Course Content

1. Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part.
 1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics. Analyze the historical evolution of Economics from a course in "Political Economy" in 1776 (Wealth of Nations) to a "Social Science" since 1890's (Principles of Economics)
 2. Summarize and evaluate different views about economic methodology
 3. Formulate and examine the role of models in economic theorizing
 4. The relationship of the principles of microeconomics to other social sciences and the principles of macroeconomics
 5. The basic resource categories
 6. The global problem of scarcity and the basic economic questions each of the world's societies must answer. Addresses the concept of Opportunity cost as one of the most fundamental concepts of Economic thinking. Discuss how the global problem of scarcity includes the opportunity cost of pollution, greenhouse gases and climate change leading to different kinds of natural disasters.
 7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve
 8. The fundamentals of Economic Thinking as it relates to Marginal Analysis, Rational behavior, Distinction between Positive and Normative statements.
2. Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope.
 1. The demand function and the law of demand
 2. The supply function and the law of supply
 3. Equilibrium in a market and the nonequilibrium conditions of shortages and surpluses

Part 1:

1. Fundamentals of economic thinking
 1. Scarcity / opportunity costs
 2. Factors of production / production possibilities
 3. Specialization and gains from trade
 4. Marginal analysis
 5. Rational behavior
 6. Economic models and research methodology
2. How markets operate
 1. Definition of a market
 2. Supply and demand model
 3. Producer / consumer surplus and efficiency
 4. Government intervention
3. Elasticity
4. Consumer theory / demand
5. Producer theory
 1. Production and costs
 2. Accounting / economic profit
 3. Short- and long-run production decisions
 4. Industry structure
6. Market structures
 1. Perfect competition
 2. Monopoly
 3. Monopolistic competition
 4. Oligopoly and game theory
7. Labor markets
8. Market failure and public policy
 1. Externalities
 2. Public goods
 3. Imperfect competition
 4. Efficiency vs. equity

Part 2:

1. Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part.
 1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics. Analyze the historical evolution of Economics from a course in "Political Economy" in 1776 (Wealth of Nations) to a "Social Science" since 1890's (Principles of Economics)
 2. Summarize and evaluate different views about economic methodology
 3. Formulate and examine the role of models in economic theorizing

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|---|---|
| <p>4. Changes in demand and supply, and the resulting impact on prices and resource allocation</p> <p>5. Evaluate the effectiveness of the model in predicting price movements in both national and global markets</p> <p>6. Price Mechanism and analysis of Producer and Consumer Surplus. Discuss why it is essential to include the external costs into the price mechanism. Discuss how consumer surplus is reduced as a result of pollution and climate change.</p> <p>7. Analysis of Concept of Elasticity, its measurement, its interpretation and its real world applications.</p> <p>3. Construct models of consumer behavior in relation to the development of markets and appraise the powerful role of consumers in directing the economic decisions of the worlds nations.</p> <ol style="list-style-type: none"> 1. Recognizing marginal and total utility 2. Examine the law of diminishing marginal utility and its relation to the demand function 3. Analyze consumer equilibrium and the maximization of total utility subject to constraint (illustrated through the equimarginal rule or indifference curve analysis) 4. Calculating price, income and cross elasticity of demand 5. Evaluate the ability of the model to predict consumer behavior and the impact of that behavior on the structure of global economies <p>4. Examine the purpose of business firms as instruments for the organization of production in an economy, and evaluate the cost of production. Recognizing and defining the causal relationships between basic microeconomic phenomena, including the linkage between industry structure, decision-making and outcomes of the firm. Illustrations of these relationships will be drawn from different societies in different historical periods.</p> <ol style="list-style-type: none"> 1. Analyze the theory of the firm 2. Distinguish between marginal product and total output, and the application of the law of diminishing marginal returns 3. Assess the effect of the law of diminishing marginal returns on the supply function 4. Evaluate optimal input decisions by firms and producer maximization behavior. Calculation of Explicit and Implicit Cost. Estimation of | <p>4. The relationship of the principles of microeconomics to other social sciences and the principles of macroeconomics</p> <p>5. The basic resource categories</p> <p>6. The global problem of scarcity and the basic economic questions each of the world's societies must answer. Addresses the concept of opportunity cost as one of the most fundamental concepts of economic thinking. Discuss how the global problem of scarcity includes the opportunity cost of pollution, greenhouse gases and climate change leading to different kinds of natural disasters.</p> <p>7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve</p> <p>8. The fundamentals of economic thinking as it relates to marginal analysis, rational behavior, distinction between positive and normative statements.</p> <p>2. Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope.</p> <ol style="list-style-type: none"> 1. The demand function and the law of demand 2. The supply function and the law of supply 3. Equilibrium in a market and the nonequilibrium conditions of shortages and surpluses 4. Changes in demand and supply, and the resulting impact on prices and resource allocation 5. Evaluate the effectiveness of the model in predicting price movements in both national and global markets 6. Price Mechanism and analysis of producer and consumer Surplus. Discuss why it is essential to include the external costs into the price mechanism. Discuss how consumer surplus is reduced as a result of pollution and climate change. 7. Analysis of the concept of elasticity, its measurement, its interpretation and its real world applications. <p>3. Construct models of consumer behavior in relation to the development of markets and appraise the powerful role of consumers in</p> |
|---|---|

<p>Accounting Profit versus Economic Profit. Recognize the contrast between Short Run Profit maximization objective with the long run unsustainable business practices.</p> <p>5. Describe the cost of production and calculate the fixed cost, variable cost, marginal cost and total cost functions</p> <p>6. Compare short and long run production costs, and evaluate economies of scale in terms of the structure of production entities</p> <p>5. Analyze and define the causal relationships between basic microeconomic phenomena, including the linkage between the four basic market structures on the basis of differentiation in cost, revenue, profit, and social outcomes.</p> <ol style="list-style-type: none"> 1. Defining total and marginal revenue and the integration of these ideas with the cost functions 2. Assess profit maximization as a function of revenue and cost 3. Assemble the model of perfect competition and evaluate the resulting outcome of optimal resource allocation 4. Identifying imperfect competition and the description of monopoly, oligopoly and monopolistic competition 5. Comparing the impact of imperfectly competitive market structures on efficiency, resource allocation, price and output determination, and public regulation. <p>Analyze the historical development and role of Anti Trust Laws: Sherman AntiTrust Act (1890) and Clayton Act (1914), Federal Trade Commission (FTC)(1914, Anti Trust Division of Department of Justice.</p> <p>6. Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income.</p> <ol style="list-style-type: none"> 1. Integrate marginal productivity theory into the derivation of marginal revenue product, and the choice by firms to employ productive resources 2. Examine the motives of households in supplying productive resources 3. Derive the payments to productive resources (wages, interest, rent and profits), and the resulting pattern of income distribution 4. <p>Discuss the ideas of economists like Dr. Claudia Goldin of Harvard</p>	<p>directing the economic decisions of the worlds nations.</p> <ol style="list-style-type: none"> 1. Recognizing marginal and total utility 2. Examine the law of diminishing marginal utility and its relation to the demand function 3. Analyze consumer equilibrium and the maximization of total utility subject to constraint (illustrated through the equimarginal rule or indifference curve analysis) 4. Calculating price, income and cross elasticity of demand 5. Evaluate the ability of the model to predict consumer behavior and the impact of that behavior on the structure of global economies <p>4. Examine the purpose of business firms as instruments for the organization of production in an economy, and evaluate the cost of production. Recognizing and defining the causal relationships between basic microeconomic phenomena, including the linkage between industry structure, decision-making and outcomes of the firm. Illustrations of these relationships will be drawn from different societies in different historical periods.</p> <ol style="list-style-type: none"> 1. Analyze the theory of the firm 2. Distinguish between marginal product and total output, and the application of the law of diminishing marginal returns 3. Assess the effect of the law of diminishing marginal returns on the supply function 4. Evaluate optimal input decisions by firms and producer maximization behavior. Calculation of explicit and implicit cost. Estimation of Accounting Profit versus Economic Profit. <p>Recognize the contrast between Short Run Profit maximization objective with the long run unsustainable business practices.</p> <p>5. Describe the cost of production and calculate the fixed cost, variable cost, marginal cost and total cost functions</p> <p>6. Compare short and long run production costs, and evaluate economies of scale in terms of the structure of production entities</p> <p>5. Analyze and define the causal relationships between basic microeconomic phenomena, including the linkage between the four basic market</p>
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<p>University (see Parkin, Michael. "Microeconomics")</p> <ol style="list-style-type: none"> 1. Why average salaries of men are greater than women 2. Why the average salaries of whites are greater than nonwhites <p>5. Summarize the possible explanations for differences in income distribution based on gender, ethnicity and cultural distinctions:</p> <ol style="list-style-type: none"> 1. Discrimination 2. Human capital differences 3. Specialization in labor force occupations <p>7. Interpret Market Failure and Public Policy: Analysis of Positive and Negative Externalities</p> <ol style="list-style-type: none"> 1. This analysis includes discussion of pollution, its environmental and social cost. 2. Internalization(Correction) of Externalities through market solutions (E.g.Coase Theorem) and Non Market solutions like Taxes, Subsidies, and Pollution permits etc. <p>8. Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor</p> <ol style="list-style-type: none"> 1. Discrimination 2. Economic Policy of Agriculture 3. Environmental Sustainability 	<p>structures on the basis of differentiation in cost, revenue, profit, and social outcomes.</p> <ol style="list-style-type: none"> 1. Defining total and marginal revenue and the integration of these ideas with the cost functions 2. Assess profit maximization as a function of revenue and cost 3. Assemble the model of perfect competition and evaluate the resulting outcome of optimal resource allocation 4. Identifying imperfect competition and the description of monopoly, oligopoly and monopolistic competition 5. Comparing the impact of imperfectly competitive market structures on efficiency, resource allocation, price and output determination, and public regulation. Analyze the historical development and role of Antitrust Laws: Sherman Antitrust Act (1890) and Clayton Act (1914), Federal Trade Commission (FTC)(1914, Antitrust Division of Department of Justice. <p>6. Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income.</p> <ol style="list-style-type: none"> 1. Integrate marginal productivity theory into the derivation of marginal revenue product, and the choice by firms to employ productive resources 2. Examine the motives of households in supplying productive resources 3. Derive the payments to productive resources (wages, interest, rent and profits), and the resulting pattern of income distribution 4. Discuss the ideas of economists like Dr. Claudia Goldin of Harvard University (see Parkin, Michael. "Microeconomics") <ol style="list-style-type: none"> 1. Why average salaries of men are greater than women 2. Why the average salaries of whites are greater than nonwhites 5. Summarize the possible explanations for differences in income distribution based on gender, ethnicity and cultural distinctions: <ol style="list-style-type: none"> 1. Discrimination 2. Human capital differences 3. Specialization in labor force occupations
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Changed	Field	Current Version	Proposed Version
			<p>7. Interpret Market Failure and Public Policy: Analysis of Positive and Negative Externalities</p> <ol style="list-style-type: none"> 1. This analysis includes discussion of pollution, its environmental and social cost. 2. Internalization (correction) of externalities through market solutions (e.g., Coase Theorem) and non-market solutions like taxes, subsidies, and pollution permits etc. <p>8. Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor</p> <ol style="list-style-type: none"> 1. Discrimination 2. Economic Policy of Agriculture 3. Environmental Sustainability
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	ENGL C1000 or ENGL C1000H or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	OUTLINE: V.E- V.G ASSIGNMENTS: VI.A, VI.B. METHODS OF EVALUATIONS: VIII. A, VIII. B & VIII. D Evaluate production costs at efficient profit maximizing level of output. Analyze microeconomic principles and policy from News, Speeches, Articles. Presentation by students in some classes and discussions in others.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	OUTLINE: V.B, V.D, V.F, V..G. ASSIGNMENTS: VI.B METHODS OF EVALUATIONS: VIII.B, VIII.D Discuss firm structures and evaluate comparative outcomes, and different viewpoints on price controls.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	OUTLINE: V.E, V.F, V.G. ASSIGNMENTS: VI.B METHODS OF EVALUATIONS: VIII.D, VIII.F Utilize MLA guidelines to format essays, cite sources, and compile a works cited page. Analyze different viewpoints and dimensions of various microeconomic issues including supply & demand, public policies, negative externalities, tariffs, international trade, different types of costs, as well as variety of market structures (competition, monopoly, monopolistic competition, oligopoly), and present the research with complete citations.

Changed	Questions	Current Version	Proposed Version
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	METHODS OF EVALUATIONS: VIII.D Interpret and analyze real world scenarios related to microeconomic issues in short answer questions. Analyze market equilibrium, price controls, profit maximization strategies.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	OUTLINE: V. E- V.G ASSIGNMENTS: VI.A & VI.B METHODS OF EVALUATIONS: VIII.D Discuss alternative policies' strengths and weaknesses in short answer, graphical analysis, calculation questions, multiple choice questions, and discussions of news articles.

B-Matrix Form

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

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

C-Matrix Form

Blank area for the C-Matrix Form.

Changed Questions Current Version Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	<p>OUTLINE: V.A- V.G METHODS OF EVALUATIONS: VIII.A, VIII.B, VIII.D Estimation and calculation of profit and cost functions, and production functions. The overall course is designed at the module level where the calculation of various economic statistics is the starting point followed by theoretical analysis of the problems, then subsequently using models and appropriate policy solutions to address economic problems.</p>
!	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	<p>OUTLINE: V.B, V.C, V.D METHODS OF EVALUATION: VIII.A, VIII.D. VIII.E Calculate and analyze consumer and producer surplus, market equilibrium, opportunity cost to determine international trade patterns, profit and loss for individual firms, marginal analysis (compare marginal benefit and marginal cost), optimal price level, various cost functions, and calculate the impact of taxation on certain goods on desired outcomes.</p>
!	<p>Objective 3: Explore functions.</p>	No Value	<p>OUTLINE: V.E3 METHODS OF EVALUATION: VIII.A, VIII.D Evaluate price and quantity relationship. Calculate changes in international trade models depending on comparative advantage. Analyze production function.</p>
!	<p>Objective 4: Develop linear function models.</p>	No Value	<p>OUTLINE: V.F1 METHODS OF EVALUATIONS: VIII.A, VIII.D Analyze the different applications of demand & supply models, production possibilities frontier.</p>

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	OUTLINE: V.C4 METHODS OF EVALUATION: VIII.A,VIII.D Analyze the relationship between price and quantity changes.
!	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	Not relevant
!	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	Not relevant
!	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	Not relevant
!	Objective 9: Develop quadratic function models to solve problems.	No Value	Not relevant
!	Objective 10: Investigate the characteristics of rational expressions.	No Value	Not relevant
!	Objective 11: Develop skills to work with radical expressions.	No Value	Not relevant

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.</p>	No Value	<p>OUTLINE: V.D, V.E. METHODS OF EVALUATIONS: VIII.A Demonstrate skills in analyzing and estimating free market price and output level, consumer and producer surplus calculations, optimal profit and output calculations, marginal product of labor, total revenue, elasticity, including cross price elasticity and income elasticity of demand..</p>
!	<p>Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.</p>	No Value	<p>OUTLINE: V.G.2 METHODS OF EVALUATIONS: VIII.A, VIII.E Analyze, graph and interpret comparative advantage (trade), production possibility frontier, cost curves, impact of different market structures, such as monopoly, monopolistic competition, and perfect competition.</p>
!	<p>Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.</p>	No Value	<p>OUTLINE: V.F.3,4 METHODS OF EVALUATION: VIII.A Calculation of accounting cost, economic cost, and profit. Utilize the demand and supply model to analyze optimal output and price.</p>
!	<p>Objective 4: Develop linear function models to solve problems.</p>	No Value	<p>OUTLINE: V.F.3,4 METHODS OF EVALUATION: VIII.A Calculation of accounting cost, economic cost, and profit. Utilize the demand and supply model to analyze optimal output and price.</p>
!	<p>Objective 5: Use systems of two linear equations to solve real-world problems.</p>	No Value	<p>OUTLINE: V.B3, 4 METHODS OF EVALUATIONS: VIII.A, VIII.E Calculate and interpret the optimal consumption bundle.</p>

Changed	Questions	Current Version	Proposed Version
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	N/A
	Objective 7: Develop quadratic function models to solve problems.	No Value	N/A
	Objective 8: Use inequalities to solve real world problems.	No Value	N/A
	Objective 9: Explore arithmetic sequences and series.	No Value	N/A
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	OUTLINE: V.B, V.C, V.D METHODS OF EVALUATIONS: VIII.A Use mathematics as a relevant tool as mentioned above and also an additional tool to further understanding of concepts like Calculation of various kinds of elasticities of demand, law of diminishing marginal utility, cost functions, production function and revenue function, etc.

F-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

No Value

No Value



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

No Value

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

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Course Outline: A. Recognize economic decision making within the context of social science. Analyze the role of the principles of microeconomics in the introduction to economics as a field of study, and examine the position of economics relative to the other social sciences of which it is a part. B. Define and measure basic microeconomic phenomena - Examine the model of supply and demand analysis and recognize the usefulness of its application in comparing markets both national and international in scope.

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

Methods of Evaluation: A. Objective (multiple choice, true/false) portions of midterms and final exam will be used; the questions will involve quantitative problem solving B. Short essay quizzes and graphical analysis will be assigned in addition to the exams discussing and examining current events and will be graded based on correct responses. C. Oral participation/discussion on current events. D. Short papers analyzing Economics concepts in our daily lives will be assigned to the students and will be graded based on correct responses. E. Homework problem sets will be assigned and checked for completion. F. Presentations will be used to assess understanding of the material covered in class and will be graded based on the quality of the presentation. G. Honors research paper will be evaluated for depth of analysis, critical thinking skills, a comprehensive discussion of the research topic, and the quality of the sources selected. H. Additional problem sets will be evaluated for accuracy of the solutions. Follow-up work may include one-on-one meeting with the instructor and corrections to previously submitted responses. I. Assign group projects to encourage collaborative learning



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

No Value

Assignments: A. Assign readings from textbook and supplementary readings to enhance understanding of the material. B. Assign papers, or reports on topics related to material as well as essay exams. Methods of Evaluation A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.

Changed	Questions	Current Version	Proposed Version
	<p>! Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: F. Assemble a model of the market for productive resources and evaluate the importance of gender, ethnicity and cultural diversity in the resulting distribution of income. 4. Discuss the ideas of economists like Dr. Claudia Goldin of Harvard University (see Parkin, Michael. "Microeconomics") 5. Why average salaries of men are greater than women 6. Why the average salaries of whites are greater than nonwhites Summarize the possible explanations for differences in income distribution based on gender, ethnicity and cultural distinctions: Discrimination Human capital differences Specialization in labor force occupations</p>
	<p>! Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: E6. Analyze the historical development and role of Antitrust Laws: Sherman Antitrust Act (1890) and Clayton Act (1914), Federal Trade Commission (FTC)(1914, Antitrust Division of Department of Justice.</p>
	<p>! Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of Evaluation: A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving. B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.</p>

Comments

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: 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	Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/18/25	Matrix A		Required	Remove all reference to online modality.	incomplete - 3/25; incomplete - 4/15 Y
			3/18/25	Matrix H	Objective 2	Required	Please complete for you honors limitation on enrollment	incomplete - 3/25; incomplete - 4/15; 5/5 Y
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			5/1/25	Gabriela Nocito for COOL Members	Specifications - Suggested Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only. Please indicate the course modality as	Y
			5/1/25	Gabriela Nocito for COOL Members	Basic Information - Modality	Required	Online and Hybrid. It currently says Online but two modality forms are attached.	Y

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 9: Articulation Officer	No Value						
			05/07/2025	Req/Adv	Prerequisites	Required	Prerequisites must be identical to the state template; currently, no prerequisite is listed Courses that are UC-transferable must have a course description of a comparable UC course uploaded in "Attachments" (could use UCLA ECON 1, or UC Davis ECN 001A)	Y
			05/07/2025	Basic Course Proposal Information	Details	Required	You said that this course does not meet a lower-division major requirement at any UC or CSU, but it does (can use either of the UC courses listed in the previous required update) Courses that are listed as lower-division major courses at a UC or CSU must have a copy of an ASSIST printout, advising sheet, or program description course uploaded in "Attachments" to show that the course is lower-division Must be identical to the state template; "Essays Other Assessments" is one line on ours, but Other Assessments is a separate section on the template Must be identical to the state template. Needs the paragraph at the top of part one of the Representative Texts section (can include as a title of a textbook)	Mi says NTD (not to do)
			05/07/2025	Course Development Options	UC Transferable and/or Lower-Division Major Requirement	Recommended		Mi says NTD
			05/07/2025	Basic Course Proposal Information	Details	Recommended		Mi says NTD
			05/07/2025	Specifications	Methods of Evaluation	Required		Y
			05/07/2025	Specifications	Representative Texts	Required		Y

I strongly recommend that you add in the honors-specific methods of evaluation that you had listed in the previous course as an extended Part 2. Based on this year's Cal-GETC approvals and denials, courses that did not include part 2 content, particularly for honors sections, were denied.

05/08/2025 Specifications Methods of Evaluation Recommended

1. Honors research paper will be evaluated for depth of analysis, critical thinking skills, a comprehensive discussion of the research topic, and the quality of the sources selected.
2. Additional problem sets will be evaluated for accuracy of the solutions. Follow-up work may include one-on-one meeting with the instructor and corrections to previously submitted responses.



Stage 10: De Anza General Education

No Value

Date Tab Part - Field Type of Edit Edit

5/23/2025 De Anza GE Form All (Criteria 1 to 6)

Required

Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. **Be sure to reference the specific section and provide a brief summary of the information cited.**

Initiator - Indicate "Y" When Completed or Initiator's Response

Y
All criteria fields have been addressed as instructed (cited from Methods of Evaluation or Course Outline.)

Changed	Questions	Current Version	Proposed Version
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	Stage 13: Curriculum Committee	No Value	No Value
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CO

Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	ECON 002H	ECON 002H
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	Course Status	Non-substantial	Non-substantial
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	Course Characteristics	Honors	Honors
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	Cross-Listed/Related Course Information	NA	NA
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	Cross-Listed/Related Course ID's	No Value	No Value
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	DL Approval Date (MM/DD/YYYY)	05/08/2018	No Value
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	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
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Curriculum Office Notes	<ul style="list-style-type: none"> • C-ID requirements also appr. 5/8/18(effect. F19)-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • C-ID requirements also appr. 5/8/18(effect. F19)-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc
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Course Administration Codes

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

Changed	Field	Current Version
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	Curriculum ID	ECOND002H
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	Distance Education Approved	Yes
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	Board of Trustees Approval Date	
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Changed	Field	Current Version
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000558475
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Articulation

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

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: Dean of Online Learning
Comments	Stage 9: Articulation Officer
CO	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• Alicia De Toro
	Course ID (CB01A and CB01B)	ESCID001.	ESCID001.
	Course Control Number	CCC000078006	CCC000078006
	Course Title (CB02)	Environmental Science	Environmental Science
	Short Course Title	ENVIRON SCIENCE	ENVIRON SCIENCE
	TOP Code (CB03)	0301.00	0301.00 Environmental Science
	CIP Code	Environmental Science	03.0104 Environmental Science
	Department	ESCI - Environmental Science	ESCI - Environmental Science
!	Effective Term	Fall 2025	Fall 2025 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An introductory course designed to expose students to environmental science. Human interactions with the environment and their consequences for living and nonliving systems will be examined. Topics will include evolution, ecology, biodiversity, human population dynamics, natural resource use, pollution, environmental degradation, climate change, marine and freshwater resources, and environmental policy. (One-day field trip outside of scheduled class time may be required for this course.)	An <u>This</u> introductory course designed to expose students to environmental science. Human interactions with <u>explores</u> the environment relationships between human activities, and the environment, examining their consequences for impacts on living and nonliving systems will be examined. Topics will <u>environment, examining their consequences for impacts on living and nonliving systems. Course topics</u> include evolution, ecology, biodiversity, human population dynamics, natural resource use, pollution, environmental degradation, climate change, <u>management of</u> marine and freshwater resources, and environmental policy. (One-day field trip outside of scheduled class time may be required for this course.) <u>policy.</u>
	Course Type (CB27)	• Lower Division	• Lower Division
!	Mode of Delivery	• Online	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Biological Sciences
!	Discipline 2	No value	• Ecology
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC and provides students with general education foundation skills in science with a focus on environmental science and ecological literacy. It is UC and CSU transferable. This course belongs on the Environmental Resource Management and Pollution Prevention degree program.	This course meets a general education requirement for De Anza and Cal-GETC and provides students with general education foundation skills in science with a focus on environmental science and ecological literacy. It is UC and CSU transferable. This course belongs on the Environmental Resource Management and Pollution Prevention degree program.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Course is part of a program

Associated Program	CSU GE	Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Cal-GETC	Associated Program	Cal-GETC
Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
Associated Program	Community Impact (In Development)	Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
Associated Program	Energy Management and Building Science	Associated Program	Energy Management and Building Science
Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
Associated Program	Energy Management and Building Science	Associated Program	Energy Management and Building Science
Award Type	Associate in Science (A.S.) Degree	Award Type	Associate in Science (A.S.) Degree
Associated Program	Environmental Resource Management and Pollution Prevention	Associated Program	Environmental Resource Management and Pollution Prevention
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Environmental Resource Management and Pollution Prevention	Associated Program	Environmental Resource Management and Pollution Prevention
Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
Associated Program	Environmental Science for Transfer (In Development)	Associated Program	Environmental Science for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree	Award Type	Associate in Science for Transfer (A.S.-T.) Degree
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 (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)

Changed	Field	Current Version	Proposed Version
	Award Type	Associate in Arts (A.A.) Degree	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information		
	System/Institution	C-ID	C-ID
	Area(s)	• ENVS - Approved.	• ENVS - Approved.
	-	C-ID ENVS 100	C-ID ENVS 100
	System/Institution	Cal-GETC	Cal-GETC
	Area(s)	• CA5B - Approved.	• CA5B - Approved.
	-	No value	No value
	System/Institution	De Anza GE	De Anza GE
	Area(s)	• 2G5X - Approved.	• 2G5X - Approved.
	-	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Speciality Hours

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

Credit / Non-Credit Options

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

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											
Changed	Field	Current Version	Proposed Version								
	Methods of Instruction	<table border="1"> <tr> <td>Methods of Instruction</td> <td>Methods of Instruction</td> </tr> <tr> <td>Methods of Instruction</td> <td>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</td> </tr> </table>	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	<table border="1"> <tr> <td>Methods of Instruction</td> <td>Methods of Instruction</td> </tr> <tr> <td>Methods of Instruction</td> <td>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</td> </tr> </table>	Methods of Instruction	Methods of Instruction	Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects
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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										



Assignments

1. Required reading and writing assignments from text and other pertinent readings
2. Team project (including written summary and oral presentation) on an assigned topic such as such as endangered species, invasive species, landscape connectivity, habitat conservation plans (HCP), pollution prevention sustainability and energy management and sustainability.
3. One assessment that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts such as assessing the abiotic and biotic factors of an intact ecosystem.
4. Writing assignments involving summary, synthesis and critical analysis of data, such as reports or presentations on environmental science topics such as terrestrial biomes, aquatic life zones, the biodiversity crisis, endangered species, restoration ecology, landscape ecology, pollution prevention, renewable energy and sustainable systems and related topics
5. A final assessment that will require students to demonstrate the ability to apply ecosystems thinking (ecosystems management, landscape ecology, pollution prevention and energy management).

1. Reading and writing assignments and quizzes/assessments that include analysis and synthesis of content.
2. An assignment that includes collaboration and written and oral communication on an assigned topic. The assignment requires references in MLA format and is free from grammatical and syntactical errors.
3. The cumulative final project to assess students to summarize, integrate, and critically analyze principles and course concepts, includes collaboration, and written and oral communication, that requires references in MLA format and is free from grammatical and syntactical errors.



Methods of Evaluation

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles 2. Completion of team project including an oral assessment process to evaluate student comprehension of environmental science concepts and principles such as endangered species, invasive species, landscape connectivity, habitat conservation plans (HCP), pollution prevention and energy management and sustainability. 3. One assessment (exam) that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts such as assessing the abiotic and biotic factors of an intact ecosystem. 4. A final assessment (exam) that will require students to demonstrate the ability to summarize, integrate and critically analyze principles and concepts examined throughout the course.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	<ol style="list-style-type: none"> 1. Student work is evaluated for student comprehension. 2. Completion of the collaborative assignment. Evaluated for student comprehension of content and assignment requirements. 3. Successful completion of the cumulative final project assessed for student comprehension and communication of environmental science topics.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- Kirsch Center and surrounding Environmental Study Area gardens

Essential Student Materials:

- None

Essential College Facilities:

- Kirsch Center and surrounding Environmental Study Area gardens

Changed Field

Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Raven, Hassenzahl, Hager, Gift, and Berg, "Environment", 9th Edition. Wiley, 2015.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Environmental Science
Author	Sean Whitcomb
Publisher	Open Educational Resource
Date/Edition	n.d.
ISBN	No value

Title	No value
Author	Withgott & Laposata, "Environmental: The Science Behind the Stories," 6th Edition, Pearson, 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value



Suggested Reading List

No value

Reading List	Cunningham & Cunningham, "Principles of Environmental Science", 8th Edition. McGraw & Hill, 2017.
May include, but are not limited to	No value

Reading List	Botkin & Keller, "Environmental Science: Earth as a Living Planet", 9th Edition. Wiley, 2014.
May include, but are not limited to	No value

Reading List	Miller & Spoolman, "Living in the Environment", 19th Edition. Cengage, 2017
May include, but are not limited to	No value

Learning Outcomes

Changed Field

Current Version

Proposed Version



Course Objectives

- Examine Earth Systems and Resources.
- Examine the living world.
- Assess the relationship between population and environmental science.
- Examine land and water use
- Assess energy resources and consumption.
- Examine environmental pollution.
- Examine global climate change.

- Examine environmental science and sustainability
- Analyze the role of science and applications of scientific methodologies
- Examine ecological principles
- Analyze resource and resource use
- Analyze the environmental and societal impacts of pollution.
- Examine global climate change.
- Assess environmental issues and sustainability.



CSLOs

CSLOs

Utilize the scientific method to demonstrate role of scientist and public to to analyze the consequences of human actions on the physical, biological, and cultural world.

Expected SLO Performance 0.0

CSLOs

Utilize the scientific method to demonstrate role of scientist and public to analyze the consequences of human actions on the physical, biological, and cultural world.

Expected SLO Performance 0.0

Course Outline



Course Content

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Examine Earth Systems and Resources. <ol style="list-style-type: none"> 1. Analyze Earth Science concepts such as Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude. 2. Examination of the atmosphere including, composition, structure, weather and climate, atmospheric circulation and the Coriolis Effect, atmosphere–ocean interactions, and ENSO. 3. Articulate global water resources and use including freshwater/saltwater, ocean circulation, agricultural, industrial, and domestic use, surface and groundwater issues, global problems, and conservation. 4. Explain soil and soil dynamics through the rock cycle, formation, composition, physical and chemical properties, main soil types, erosion and other soil problems, including soil conservation. 2. Examine the living world. <ol style="list-style-type: none"> 1. Examine ecosystem structure through analysis of biological populations and communities, ecological niches, interactions among species, keystone species, resources partitioning, and major terrestrial and aquatic biomes. 2. Examine energy flow through photosynthesis and cellular respiration, food webs and trophic levels, and ecological pyramids. 3. Summarize biodiversity, natural selection, evolution, and ecosystem services. 4. Compare and contrast natural ecosystems to anthropogenic change (such as Climate shifts; species movement; ecological succession). 5. Research natural biogeochemical cycles of carbon, nitrogen, phosphorus, sulfur, and water through the use of conservation of matter theory. 3. Assess the relationship between population and environmental science. <ol style="list-style-type: none"> 1. Examine population biology concepts including population ecology, carrying capacity, reproductive strategies, and growth. 2. Introduce concepts of human population dynamics (historical and sustainable population size, distribution, fertility rates, growth rates and doubling times, demographic transition, and age-structure diagrams), and impacts of human population growth (hunger, disease, economic effects, resource use and competition, and habitat destruction). 3. Examine the impacts of environmental degradation and increased population growth on cultural, ethnic and gender groups. 4. Examine land and water use <ol style="list-style-type: none"> 1. Examine agricultural needs of feeding a growing population including meeting human nutritional requirements, agricultural types, the Green Revolution, genetic engineering and crop production, deforestation, irrigation, sustainable agriculture, and pest control (pesticides, integrated pest management, laws). 2. Review forestry concepts such as old growth forests, fires, forest management, and national forests. 3. Explore water use, water diversion, rangelands and overgrazing, deforestation, desertification, and erosion. 4. Identify additional land uses of urban land development, transportation infrastructure, public and federal lands, land conservation options and sustainable strategies. 5. Assess energy resources and consumption. | <ol style="list-style-type: none"> 1. Examine environmental science and sustainability <ol style="list-style-type: none"> 1. Analyze the interdisciplinary nature of Environmental Science and Sustainability. 2. Examine the relationship between humans and the environment. 3. Evaluate environmental models, measurement, and synthesis. 2. Analyze the role of science and applications of scientific methodologies <ol style="list-style-type: none"> 1. Examine how scientists think, including the nature of science, the importance of hypothesis testing and the scientific method, inductive versus deductive reasoning, and scientific frameworks, such as Claim Evidence Reasoning. 2. Analyze core scientific principles including physical, chemical, and biological processes within the Earth system. 3. Examine ecological principles <ol style="list-style-type: none"> 1. Examine energy flow through ecosystems and biogeochemical cycles. (Chapter 5 Whitcomb) 2. Evaluate evolution and importance of sustaining biodiversity. (Chapter 12 Whitcomb) 3. Analyze impacts of humans on biodiversity. 4. Analyze resource and resource use <ol style="list-style-type: none"> 1. Examine human populations, including human population growth, impacts of resource consumption, extraction, use, and disposal. 2. Explore water use, water diversion, rangelands and overgrazing, deforestation, desertification, and erosion. 3. Analyze human energy consumption and generation using renewable and non-renewable resources. 5. Analyze the environmental and societal impacts of pollution. <ol style="list-style-type: none"> 1. Compare air and water pollution. 2. Assess solid waste management 3. Analyze environmental injustice associated with pollution and sustainable solutions. 6. Examine global climate change. <ol style="list-style-type: none"> 1. Compare the impacts of the Greenhouse Effect to the acceleration caused by greenhouse gases including carbon dioxide and methane. 2. Analyze historical responses to environmental issues such as ozone deterioration to understand the importance of global collaboration. 3. Propose sustainable, equitable solutions to climate-driven issues. 7. Assess environmental issues and sustainability. <ol style="list-style-type: none"> 1. Formulate sustainable solutions to major global, regional, and local environmental issues. 2. Propose sustainable solutions to the imbalance between human actions and the environmental impacts on human populations. |
|---|---|

Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 1. Understanding energy consumption, energy forms including power, units, conversions, and laws of thermodynamics. 2. Assess sources/forms of fossil fuels and use, nuclear energy, hydroelectric, energy conservation, and renewable energy. 6. Examine environmental pollution. <ol style="list-style-type: none"> 1. Identify the different types of pollution. 2. Assess the impact of pollution on human health and the environment. 3. Analyze the impact of pollution the economy. 7. Examine global climate change. <ol style="list-style-type: none"> 1. Examine the Greenhouse Effect and the role of fossil fuels. 2. Assess ozone: formation of stratospheric ozone, ultraviolet radiation, and causes of ozone depletion. 3. Analyze responses to global climate change including aspects of greenhouse gases and effect, reducing climate change, impacts on developing vs developed nations, and policies, laws, and treaties. 	
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

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

A-Matrix Form			
Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	❗ Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	F. Assess environmental issues and sustainability.

Changed	Questions	Current Version	Proposed Version
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	A. Examine environmental science and sustainability 1. Analyze the interdisciplinary nature of Environmental Science and Sustainability. 2. Examine the relationship between humans and the environment.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	The cumulative final project to assess students to summarize, integrate, and critically analyze principles and course concepts, includes collaboration, written and oral communication, that requires references in MLA format, and is free from grammatical and syntactical errors.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	The cumulative final project to assess students to summarize, integrate, and critically analyze principles and course concepts, includes collaboration, written and oral communication, that requires references in MLA format, and is free from grammatical and syntactical errors.
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	F. Assess environmental issues and sustainability. 1. Formulate sustainable solutions to major global, regional, and local environmental issues. 2. Propose sustainable solutions to the imbalance between human actions and the environmental impacts on human populations.

B-Matrix Form

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

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

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

E-Matrix Form

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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.</p>	No Value	No Value
	<p>Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.</p>	No Value	No Value
	<p>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	A. Examine environmental science and sustainability 1. Analyze the interdisciplinary nature of Environmental Science and Sustainability. 2. Examine the relationship between humans and the environment.
!	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	Report assignment that includes collaboration and written and oral communication on an assigned topic that requires references in MLA format and is free from grammatical and syntactical errors.
!	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	F. Assess environmental issues and sustainability. 1. Formulate sustainable solutions to major global, regional, and local environmental issues. 2. Propose sustainable solutions to the imbalance between human actions and the environmental impacts on human populations.
!	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	E3. Analyze environmental injustice associated with pollution and sustainable solutions.
!	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	F 2. Analyze historical responses to environmental issues such as ozone deterioration to understand the importance of global collaboration.

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

Comments

Changed	Questions	Current Version	Proposed Version															
	Stage 2: Department Chair	No Value	No Value															
	Stage 3: Division Curriculum Representative	No Value	No Value															
	Stage 4: Division Dean	No Value	No Value															
!	Stage 5: SLO Coordinator	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>3/19/2025</td> <td>Learning Outcomes</td> <td>CSLOs</td> <td>Required</td> <td>Remove the extra 'to': Utilize the scientific method to demonstrate role 81a1-4b58-943d-76e58cefe4fa1736963752803&viewType=step&fromUrl=https%3A%2F%2Freview-filters)</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	3/19/2025	Learning Outcomes	CSLOs	Required	Remove the extra 'to': Utilize the scientific method to demonstrate role 81a1-4b58-943d-76e58cefe4fa1736963752803&viewType=step&fromUrl=https%3A%2F%2Freview-filters)					
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	Stage 7: Content Review Matrix Liaison	No Value	No Value															
!	Stage 8: Dean of Online Learning	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> </tr> </thead> <tbody> <tr> <td>4/10/25</td> <td>Gabriela Nocito</td> <td>Basic Information - Modality</td> <td>Required</td> <td>Please indicate the course modalities. Only o</td> </tr> </tbody> </table>	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	4/10/25	Gabriela Nocito	Basic Information - Modality	Required	Please indicate the course modalities. Only o					
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4/10/25	Gabriela Nocito	Basic Information - Modality	Required	Please indicate the course modalities. Only o														
!	Stage 9: Articulation Officer	No Value	<table border="1"> <thead> <tr> <th>Date</th> <th>Tab</th> <th>Part - Field</th> <th>Type of Edit</th> <th>Edit</th> </tr> </thead> <tbody> <tr> <td>05/13/2025</td> <td>Specifications</td> <td>Primary Texts</td> <td>Required</td> <td>Date for that textbook appears to be 01/04/2022; at least</td> </tr> <tr> <td>05/13/2025</td> <td>Specifications, Learning Objectives, Outline</td> <td>Methods of Evaluation, Course Objectives, Course Outline</td> <td></td> <td>I'm a little concerned with the amount of change being made transferability or general education applicability. I might a</td> </tr> </tbody> </table>	Date	Tab	Part - Field	Type of Edit	Edit	05/13/2025	Specifications	Primary Texts	Required	Date for that textbook appears to be 01/04/2022; at least	05/13/2025	Specifications, Learning Objectives, Outline	Methods of Evaluation, Course Objectives, Course Outline		I'm a little concerned with the amount of change being made transferability or general education applicability. I might a
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05/13/2025	Specifications, Learning Objectives, Outline	Methods of Evaluation, Course Objectives, Course Outline		I'm a little concerned with the amount of change being made transferability or general education applicability. I might a														
	Stage 10: De Anza General Education	No Value	No Value															
	Stage 13: Curriculum Committee	No Value	No Value															

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ESCI 001	ESCI 001
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	10/02/2018	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> Tech. revision appr. only on 10/17/17 (effect. F18)-mkct Confirmed removal of Hybrid delivery 10/2/18.-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> Tech. revision appr. only on 10/17/17 (effect. F18)-mkct Confirmed removal of Hybrid delivery 10/2/18.-mkct Requisite change appr. 1/17/23 (effect. F23).-cc Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ESCID001.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000078006

Articulation

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

De Anza College
Change Report
 06/04/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
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 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Alicia De Toro
	Course ID (CB01A and CB01B)	ESCID019.	ESCID019.
	Course Control Number	CCC000312875	CCC000312875
	Course Title (CB02)	Environmental Biology	Environmental Biology

Changed	Field	Current Version	Proposed Version
	Short Course Title	ENVIRON BIOLOGY	ENVIRON BIOLOGY
	TOP Code (CB03)	0301.00	0301.00 Environmental Science
	CIP Code	Environmental Science	03.0104 Environmental Science
	Department	ESCI - Environmental Science	ESCI - Environmental Science
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An introduction to environmental biology as a branch of the environmental sciences and its relation to the scientific field. Review of the principles of environmental biology, ecology and conservation as they relate to natural resource use, the biodiversity crisis, pollution, human population, climate change and the impacts on all cultural, ethnic and gender groups. (Field trip outside of scheduled class time may be required for this course.)	An <u>This course serves as an</u> introduction to environmental biology as a branch of the environmental sciences and its relation to the scientific field. Review of <u>It will review</u> the principles of environmental biology, ecology <u>ecology</u> , and conservation as they relate to natural resource use, the biodiversity crisis, pollution, human population, climate change <u>change</u> , and the impacts on all cultural, ethnic <u>ethnic</u> , and gender groups. (Field trip groups <u>groups</u> . <u>Field trips</u> outside of scheduled class time may be required for this course <u>course</u> .)
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	<ul style="list-style-type: none"> Online Hybrid 	<ul style="list-style-type: none"> Hybrid

Faculty Requirements

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

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course meets a general education requirement for De Anza and Cal-GETC and provides an introductory general education lab science with a focus on environmental biology in a lecture and lab setting. It is UC and CSU transferable. It emphasizes an introduction to the principles of environmental biology, ecology (including ecosystems) and conservation as they relate to natural resource use and the human impacts on the Earth's natural resources.</p>	<p>This course meets a general education requirement for De Anza and Cal-GETC and provides an introductory general education lab science with a focus on environmental biology in a lecture and lab setting. It is UC and CSU transferable. <u>This course is part of the Liberal Arts (Science, Math and Engineering Emphasis) (Associate in Arts (A.A.) Degree.</u> It emphasizes an introduction to the principles of environmental biology, ecology (including ecosystems <u>ecosystems</u>), and conservation as they relate to natural resource use and the human impacts on the Earth's natural resources.</p>

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

Changed	Field	Current Version	Proposed Version
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	Foothill Course ID	No value	
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	Does the course have a Foothill equivalent?	No	No
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More Options

Changed	Field	Current Version	Proposed Version
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	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
--	----------------------------------	--------------------------------------	--------------------------------------

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

	Repeatability Statement	No value	
--	--------------------------------	----------	--

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****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** Cal-GETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Cal-GETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Community Impact (In Development)**Award Type** Certificate of Achievement (COA)**Associated Program** Community Impact (In Development)**Award Type** Certificate of Achievement (COA)**Associated Program** Global Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Global Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Global Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Global Studies**Award Type** Associate in Arts (A.A.) Degree**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis)**Award Type** Associate in Arts (A.A.) Degree**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis)**Award Type** Associate in Arts (A.A.) Degree

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

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

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

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

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

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

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

Y

Y

Transfer Status

Approved

Approved

GE Information

System/Institution Cal-GETC

Area(s)

- CA5B - Approved.
- CA5C - Approved.

- No value

System/Institution Cal-GETC

Area(s)

- CA5B - Approved.
- CA5C - Approved.

- No value

System/Institution De Anza GE

Area(s)

- 2G5X - Approved.

- No value

System/Institution De Anza GE

Area(s)

- 2G5X - Approved.

- No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	36	36

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	84	84
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

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
Laboratory experience which involve students in formal exercises of data collection and analysis
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly
laboratory exercises

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and additional reading assignments with visual aids
Discussion of assigned reading
Discussions among Canvas classroom community on the weekly topics
Weekly Quiz
Weekly Think Ink And Share
Midterms
Self-reflections
Field observations and field trips
Laboratory experience which involves students in formal exercises of data collection and analysis
Collaborative learning, small group exercises, and collaborative projects
Laboratory group project applying the scientific method on a topic, performing hands-on experiments, data collection and analysis, poster presentation session
Guest speakers

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

1. Reading assignment from the texts and other pertinent sources.
2. Written homework assignments involving summary, synthesis, and critical analysis of data.
3. Select, develop, and present on an Environmental Biology topic.
4. Laboratory assignments, such as microorganism identification and field trips.
5. In class assignments, midterm, final exam, and a group based assignment requiring analysis of an Environmental Biology topic requiring group based research, analysis, synthesis, and presentation.

1. Reading assignments from the open texts and other pertinent sources.
2. Weekly written assignments involving summary, synthesis, and critical analysis of scientific journal articles/case studies/news articles
3. Laboratory assignments, such as microorganism identification, field trips, and a group-based assignment requiring analysis of an Environmental Biology topic, requiring research, hands-on experiments, data collection, analysis, and poster presentation.
4. Lecture assignments, midterm, final exam.



Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Assess reading comprehension through class activities and discussion.
2. Evaluation of writing assignments to determine understanding of content.
3. Oral and written assessment of Environmental Biology topic using a predetermined rubric.
4. Adequate completion of lab activities.
5. Assessment of oral presentations, written paper, and final exam to determine demonstrated understanding of Environmental Biology topics at an adequate level.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

1. Assess reading comprehension through class activities and discussion.
2. Evaluate writing assignments to determine understanding of content.
3. Oral and written assessment of Environmental Biology topic using a predetermined rubric.
4. Adequate completion of lab activities.
5. The cumulative final group project will assess students' ability to summarize, integrate, and critically analyze principles and course concepts. It requires collaboration, written and oral communication, without grammatical and syntactical errors, and references in MLA format.

Changed	Field	Current Version	Proposed Version
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: <ul style="list-style-type: none"> • None. Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies including Stewardship Resource Center (SRC) and Cheeseman Environmental Study Area (ESA) 	Essential Student Materials: <ul style="list-style-type: none"> • None Essential College Facilities: <ul style="list-style-type: none"> • Kirsch Center for Environmental Studies including Stewardship Resource Center (SRC) and Cheeseman Environmental Study Area (ESA)

! **Examples of Primary Texts and References**

Title	No value
Author	Withgott & Laposta, "Environmental: The Science Behind the Stories," 6th Edition. 2018.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Environmental Science and Sustainability
Author	Dan Sherman, David R. Montgomery
Publisher	Norton & Company, Incorporated, W. W.
Date/Edition	2023, 2nd edition
ISBN	9781324043485



Suggested Reading List

No value

Reading List Simon, Dickey, Hogan, Reece, "Campbell Essential Biology", 6th Edition. 2016

May include, but are not limited to No value

Reading List Raven, Hassenzahl, Hager, Gift, Berg. "Environment." 10th Edition, 2018

May include, but are not limited to No value

Reading List OpenStax College, Biology, openstaxcollege.org, 2016

May include, but are not limited to No value

Reading List OpenStax College, Concepts of Biology, openstaxcollege.org, 2016

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> Examine environmental biology as a branch of the environmental sciences and its relation to the scientific field Evaluate the characteristics of life Assess and analyze the ecological components and interrelationships of communities, ecosystems and the biosphere Examine and describe the world's natural resources including air (the atmosphere), water (the hydrosphere), soil (the lithosphere) and species (the biosphere) Assess and debate the current state of the world's natural resources and the impacts on human populations Compare and contrast possible solutions to the current state of the world's resources Evaluate the impacts of Climate Change on the biosphere. 	<ul style="list-style-type: none"> Examine environmental biology as a branch of the environmental sciences and its relation to the scientific field Evaluate the characteristics of life Assess and analyze the ecological components and interrelationships of communities, ecosystems and the biosphere Examine and describe the world's natural resources including air (the atmosphere), water (the hydrosphere), soil (the lithosphere) and species (the biosphere) Assess and debate the current state of the world's natural resources and the impacts on human populations Compare and contrast possible solutions to the current state of the world's resources Evaluate the impacts of Climate Change on the biosphere.



CSLOs

CSLOs	Compare Environmental and ecological principles, concepts, and possible solutions and sustainable practices.
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Expected SLO Performance	0.0
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CSLOs	Compare environmental and ecological principles, key concepts, potential solutions, and sustainable practices.
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Expected SLO Performance	0.0
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Course Outline

**Course Content**

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| <ol style="list-style-type: none"> 1. Examine environmental biology as a branch of the environmental sciences and its relation to the scientific field <ol style="list-style-type: none"> 1. Introduce concepts and vocabulary in environmental biology such as Cell Theory, membrane transport, properties of water, and macromolecules. 2. Analyze the characteristics of environmental science 3. Formulate and solve problems utilizing the scientific method, including experimentation 4. Examine the environmental science fields, including sub-disciplines with emphasis on environmental biology, including career opportunities 5. Examine role of science in a changing society such as significance in health field, agriculture, industry and technology and transportation 6. Assess the contributions to scientific studies by cultural, ethnic and gender groups 2. Evaluate the characteristics of life <ol style="list-style-type: none"> 1. Compare and discuss the basic properties shared by all living things 2. Compare and contrast the basic molecules of life: proteins, carbohydrates, lipids, and nucleic acids 3. Examine the processes that sustain life, including photosynthesis, cellular respiration and energy flow 4. Compare and contrast the diversity of life on earth, including the three Domains of life 5. Integrate the diversity of life with the Darwin's theory of evolution 6. Assess the impacts of our industrial society on these life-sustaining systems by examining the impacts of | <ol style="list-style-type: none"> 1. Analyze and Evaluate Environmental Biology as a branch of the environmental sciences and its relation to the scientific field <ol style="list-style-type: none"> 1. Introduce the field of environmental biology as a branch of environmental sciences. 2. Analyze the Key concepts and vocabulary: Environmental sustainability, UN sustainable goals, The Environmental Justice, Trade off and incentives. 3. Investigate current environmental problems and apply the scientific methods in problem-solving, including designing and implementing experimentation. 2. Comprehend the scope in the Fields of Environmental Science <ol style="list-style-type: none"> 1. Explore various sub-disciplines with a focus on environmental biology. 2. Discuss career opportunities in environmental science. 3. Investigate the global non-profit entities working towards the cause of environmental sustainability and assess the need for global collaboration 3. Discover the Role of Environmental Science in Society <ol style="list-style-type: none"> 1. Examine of the significance of science in health, agriculture, industry, technology, and transportation. 2. Assess the of contributions from diverse cultural, ethnic, and gender groups to scientific studies. 4. Analyze the interrelationships of Matter and Energy <ol style="list-style-type: none"> 1. Evaluate of the building blocks of sustainability. 2. Analyze different forms of energy, the laws of thermodynamics. 3. Synthesize what a trophic level is and how it relates to the concept of energy flow |
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Changed Field**Current Version****Proposed Version**

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- toxic chemicals on cell function and food webs (bioaccumulation and biomagnification).
3. Assess and analyze the ecological components and interrelationships of communities, ecosystems and the biosphere
1. Introduce ecological concepts and vocabulary
 2. Examination of the principles of ecology including trophic pyramids, food webs, species and speciation, characteristics of populations and resource partitioning
 3. Compare and contrast the characteristics of ecosystems including both aquatic ecosystems (i.e. estuaries, the ocean and coral reefs) and terrestrial ecosystems (i.e. tropical rainforests, deserts and tundra)
 4. Examine the flow of energy and cycling of materials through ecosystems
 5. Assess the impacts of our industrial society on the world's ecosystems such as loss of the world's tropical rainforests as the demand for raw resources of the forests increases
4. Examine and describe the world's natural resources including air (the atmosphere), water (the hydrosphere), soil (the lithosphere) and species (the biosphere)
1. Examine the characteristics of the atmosphere, including the greenhouse effect (troposphere), the ozone layer (stratosphere) and the composition of air
 2. Inventory of the world's natural resources
 3. Examine the characteristics of the hydrosphere, including the hydrologic cycle, ground water versus surface water,
- and other life-sustaining processes including photosynthesis, cellular respiration.
5. Assess and Analyze the Processes shaping Biodiversity
1. Evaluate biotic and abiotic factors and identify environmental factors that shape biodiversity.
 2. Compare and contrast life diversity, including the three Domains of life and apply Darwin's theory of evolution to assess survival fitness.
 3. Describe ways population grows and responds to limits.
6. Evaluate the Impact of Industrial Society
1. Assess industrial society's effects on life-sustaining systems, including toxic chemical impacts and food webs (bioaccumulation and biomagnification).
 2. Estimate industrial society's impacts on ecosystems, such as tropical rainforest loss.
 3. Analysis of ecological components and relationships within communities, ecosystems, and the biosphere.
7. Assess the Principles of Ecology and Ecological Components and analyze their Interrelationships
1. Comprehend key ecological concepts and Examine ecology principles: trophic pyramids, food webs, species and speciation, population characteristics, and resource partitioning.
 2. Compare aquatic (estuaries, oceans, coral reefs) and terrestrial (tropical rainforests, deserts, tundra) ecosystems.
 3. Examine the flow of energy and cycling of materials through ecosystems
8. Examine and Investigate Natural Resources

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

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- and freshwater versus saltwater ecosystems
4. Examine the characteristics of the lithosphere, including the characteristics of soil, the biogeochemical cycles (such as the carbon and phosphorus cycles), and the biomes (such as forests, deserts and grasslands)
 5. Evaluate and assess how the atmosphere, hydrosphere and lithosphere interact to create the biosphere, the living component of the planet
 5. Assess and debate the current state of the world's natural resources and the impacts on human populations
 1. Compare and contrast the worldwide use of resources, including an assessment of resource use by developing countries versus developed countries
 2. Evaluate the problems associated with the use of the world's resources, including pollution, global warming, ozone depletion, soil erosion, the biodiversity crisis, and deforestation
 3. Evaluate the impact of human population growth on the world's resources
 4. Examine the impacts of environmental degradation (including the cycle of poverty, lack of access to resources, etc.) on cultural, ethnic and gender groups, including children
 6. Compare and contrast possible solutions to the current state of the world's resources
 1. Examine the current state of world's resources
 2. Assess sustainable uses of the world's resources, such as sustainable harvesting of our forests, protection of water, air and soil resources
1. Explore world's natural resources: air (atmosphere), water (hydrosphere), soil (lithosphere), and species (biosphere).
 2. Analyze the characteristics of atmosphere: greenhouse effect, ozone layer, and air composition.
 3. Analyze the characteristics of the hydrosphere: hydrologic cycle, groundwater vs. surface water, freshwater vs. saltwater ecosystems.
 4. Analyze the characteristics of the lithosphere: soil characteristics, biogeochemical cycles (carbon and phosphorus), and biomes (forests, deserts, grasslands).
 5. Evaluate and assess how the atmosphere, hydrosphere and lithosphere interact to create the biosphere, the living component of the planet.
 9. Assess and debate the current state of the global resource and the impact of the human population growth
 1. Compare resource use in developing vs. developed countries.
 2. Evaluate historical timeline for resource use problems: pollution, global warming, ozone depletion, soil erosion, biodiversity crisis, and deforestation.
 3. Assess the current state of natural resources and their impacts on human populations.
 4. Identify ways that human activities impact both the availability and quality of natural resources.
 5. Examination of environmental degradation impacts on cultural, ethnic, and gender groups, including children.

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

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| through regulations and citizen involvement | 6. Compare how human environmental impact as estimated by ecological footprint analysis, varies greatly across individuals and countries. |
| 3. Assess sustainable uses of wildlife and ecosystems including programs that include captive breeding programs, sustainable fisheries, seed banks, and habitat restoration | 10. Synthesize Possible Solutions to Resource Management and Ecosystem Sustainability Issues |
| 4. Assess local use of resources and analyze solutions to local and national problems, including protection of the San Francisco Estuary, wildlife corridors, groundwater sources and air quality | 1. Compare potential solutions to current resource challenges. |
| 5. Assess and evaluate industrialized agriculture versus subsistence agriculture and the impact of each upon the world's ecosystems. | 2. Assess sustainable resource use: sustainable forest harvesting, protection of air, water, and soil through regulations and community involvement. |
| 7. Evaluate the impacts of Climate Change on the biosphere. | 3. Evaluate sustainable practices for wildlife and ecosystems: captive breeding, sustainable fisheries, seed banks, habitat restoration. |
| 1. Examine the Greenhouse Effect and the role of fossil fuels. | 4. Analyze of local resource use and solutions for national issues, including protecting the San Francisco Estuary and improving air quality. |
| 2. Differentiate between weather and climate and global warming versus global climate change. | 11. Evaluate the impacts of Climate Change on the biosphere |
| 3. Assess the different aspects of Climate Change and how they impact the biology of Earth. | 1. Examine climate change impacts on the biosphere. |
| | 2. Examination of the greenhouse effect and fossil fuel roles. |
| | 3. Differentiation between weather and climate, global warming vs. global climate change. |
| | 4. Assessment of climate change aspects and their effects on Earth's biology. |
| | 12. Evaluate the need of Conservation and Assess Conservational efforts |
| | 1. Identify how humans depend on biodiversity and ecosystem services. |
| | 2. Identify how humans depend on biodiversity and ecosystem services. |

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

3. Understand how species reintroduction and ecological restoration can be used to address biodiversity loss.
13. Analyze the Socioeconomic factors leading to Environmental health and justice
 1. Define and discuss environmental justice issue.
 2. Identify the risk factors and the routes of exposure to chemical hazards affecting communities disproportionately.
 3. Assess how values play a role in risk management of environmental burden.
 4. Discuss ways to identify and address environmental health and challenges in one's own community.

Lab Component in this Course

Yes

Yes

Lab Outline

1. Scientific Method protocol
2. Introduction to a Light Microscope
3. Three Domains of Life overview
4. Ecology Lab
5. Evolution and Natural Selection
6. Data collection techniques
7. Field identification of biotic and abiotic aspects of ecosystems
8. Membrane Transport
9. Photosynthesis

1. Scientific Method protocol
2. Introduction to a Light Microscope
3. Three Domains of Life overview
4. Ecology Lab
5. Evolution and Natural Selection
6. Data collection techniques
7. Field identification of biotic and abiotic aspects of ecosystems
8. Membrane Transport
9. Photosynthesis

Blue Form

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

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

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

No Value

No Value

Limitation(s) on Enrollment - Other:

No Value

No Value

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

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

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

General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	Class outline: A. Assess and debate the current state of the global resource and the impact of the human population growth 1. Examination of environmental degradation impacts on cultural, ethnic, and gender groups, including children. 2. Compare how human environmental impact as estimated by ecological footprint analysis, varies greatly across individuals and countries.
!	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	Class outline: M. Analyze the Socioeconomic factors leading to Environmental health and justice 3. Assess how values play a role in risk management of environmental burden. 4. Discuss ways to identify and address environmental health and challenges in one's own community.
!	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	Specifications Methods of Evaluation: The cumulative final group project will assess students' ability to summarize, integrate, and critically analyze principles and course concepts. It requires collaboration, written and oral communication, without grammatical and syntactical errors, and references in MLA format.
!	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Specifications Methods of Evaluation: The cumulative final group project will assess students' ability to summarize, integrate, and critically analyze principles and course concepts. It requires collaboration, written and oral communication, without grammatical and syntactical errors, and references in MLA format.

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	Class outline: I. Assess and debate the current state of the global resource and the impact of the human population growth 1.Compare resource use in developing vs. developed countries. 2.Evaluate historical timeline for resource use problems: pollution, global warming, ozone depletion, soil erosion, biodiversity crisis, and deforestation. 3.Assess the current state of natural resources and their impacts on human populations. 4.Identify ways that human activities impact both the availability and quality of natural resources. 5.Examination of environmental degradation impacts on cultural, ethnic, and gender groups, including children. 6.Compare how human environmental impact as estimated by ecological footprint analysis, varies greatly across individuals and countries.

B-Matrix Form

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

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

C-Matrix Form

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

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

No Value

No Value

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

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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

G-Matrix Form

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

No Value

No Value

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

No Value

No Value

H-Matrix Form

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

No Value

No Value

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

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	<p>Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value
	<p>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.</p>	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline A. Analyze and Evaluate Environmental Biology as a branch of the environmental sciences and its relation to the scientific field 1. Introduce the field of environmental biology as a branch of environmental sciences. 2. Analyze the Key concepts and vocabulary: Environmental sustainability, UN sustainable goals, The Environmental Justice 3. Identify ways that human activities impact both the availability and quality of natural resources. 4. Examination of environmental degradation impacts on cultural, ethnic, and gender groups, including children.</p>
!	<p>Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Methods of instruction: Collaborative learning, small group exercises, and collaborative projects (collaborative) Weekly Think Ink And Share (oral) Assignments B. Weekly written assignments involving summary, synthesis, and critical analysis of scientific journal articles/case studies/news articles (written)</p>

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: I.3. Assess the current state of natural resources and their impacts on human populations. I.4. Identify ways that human activities impact both the availability and quality of natural resources. I. 5. Examination of environmental degradation impacts on cultural, ethnic, and gender groups, including children.</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline: M. Analyze the Socioeconomic factors leading to Environmental health and justice 1. Define and discuss environmental justice issue. 2. Identify the risk factors and the routes of exposure to chemical hazards affecting communities disproportionately. 3. Assess how values play a role in risk management of environmental burden 4. Examination of environmental degradation impacts on cultural, ethnic, and gender groups, including children.</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Course Outline I.2. Evaluate historical timeline for resource use problems: pollution, global warming, ozone depletion, soil erosion, biodiversity crisis, and deforestation.</p>

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Course Outline A. 3. Investigate current environmental problems and apply the scientific methods in problem-solving, including designing and implementing experimentation.

Comments

Changed	Questions	Current Version	Proposed Version																							
	Stage 2: Department Chair	No Value	No Value																							
	Stage 3: Division Curriculum Representative	No Value	<table border="1"> <thead> <tr> <th>DateTab</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>Basic 3/25 course info</td> <td>Course description</td> <td>required</td> <td>use complete sentences</td> <td>Y</td> </tr> <tr> <td></td> <td>Proposal details</td> <td>required</td> <td>attach online delivery form indicate one program or degree the course is on</td> <td>Y</td> </tr> <tr> <td></td> <td>Course justification</td> <td>required</td> <td></td> <td>Y</td> </tr> </tbody> </table>	DateTab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed	Basic 3/25 course info	Course description	required	use complete sentences	Y		Proposal details	required	attach online delivery form indicate one program or degree the course is on	Y		Course justification	required		Y			
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	Proposal details	required	attach online delivery form indicate one program or degree the course is on	Y																						
	Course justification	required		Y																						
	Stage 4: Division Dean	No Value	No Value																							

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



Stage 5: SLO Coordinator

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/27/2025	Learning Outcomes	CSLO	Requested	Reword. Suggestion: "Compare environmental and ecological principles, key concepts, potential solutions, and sustainable practices."	Y



Stage 7: Content Review Matrix Liaison

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/9/25	Matrix A		Required	please indicate where the various skills/activities/assignments can be found in the course outline	Y
5/19/25	Matrix A	Objectives 3, 4, 5	Required	as above, I am not sure where to find Assessment of assignments in eLumen; for Objective 5, I am not sure what headings of the outline that 1. and 2. are expansions of	Y - incomplete (I think I corrected Objective 5)
5/30/25	Matrix A	Objectives 3 and 4	Required	Please indicate where in eLumen I can find " The cumulative final laboratory group project to assess students to summarize, integrate, and critically analyze principles and course concepts, includes collaboration, written and oral communication, that requires references in MLA format, and is free from grammatical and syntactical errors."	Y

Stage 8: Dean of Online Learning

No Value

No Value

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

Changed	Questions	Current Version	Proposed Version
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	Sort ID (00 < 10; 0 < 100)	ESCI 019	ESCI 019
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	Course Status	Non-substantial	Non-substantial
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	Course Characteristics	NA	NA
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	Cross-Listed/Related Course Information	NA	NA
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	Cross-Listed/Related Course ID's	No Value	No Value
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	DL Approval Date (MM/DD/YYYY)	No Value	No Value
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	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	<ul style="list-style-type: none"> • Technical change(s) appr. only on 10/17/17 (effect. F18).-mkct • Removed DL and Hybrid delivery w/revision (effect. F19).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Technical change(s) appr. only on 10/17/17 (effect. F18).-mkct • Removed DL and Hybrid delivery w/revision (effect. F19).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ESCID019.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000312875

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed	Field	Current Version
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	Course Crosswalk CRS- NUMBER	
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Course Outline of Record Report

05/30/2025

EWRTD501A : Introduction to Fundamentals of Writing, Reading, and College Preparation

General Information

Faculty Initiator:	<ul style="list-style-type: none">• Veronica Acevedo Avila
Attachments:	Hybrid_EWRT_501A_2026F.pdf Online_EWRT_501A_2026F.pdf
Course ID (CB01A and CB01B) :	EWRTD501A
Short Course Title:	No value
Course Title (CB02) :	Introduction to Fundamentals of Writing, Reading, and College Preparation
Department:	EWRT - English Writing
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course introduces students to major conventions of college-level Standard English writing. The course aids in students' development of basic skills in the reading and writing processes. The course includes a practice of focused and purposeful writing in several formats to diverse audiences with a variety of sentence structures responding to, engaging with, and/or inspired by written or visual texts. This course introduces students to college preparation including: navigating studenthood, campus resources, and future success.
Course Type (CB27) :	<ul style="list-style-type: none">• Lower Division
Mode of Delivery:	<ul style="list-style-type: none">• Online• Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

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

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

A master of reading skills is foundational for academic, personal, and career success. Reading skills enhance critical thinking skills and have been linked with retention rates and student performance. Furthermore, reading skills are particularly important and needed for under-performing populations. This course is part of the Writing and Reading for Skills for College and Career Success certificate.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

No value

Course Special Class Status (CB13)

No value

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

No value

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Writing and Reading Skills for Career and College Success (In Development)

Certificate of Competency

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	24
Total Course Out-of-Class Hours	48
Total Student Learning Hours	24

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	0
NA	0
Total	24

Course Out-of-Class Hours

Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

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

Methods of Instruction

Methods of Instruction

1. Discussion of assigned complex readings.
2. Practice of generative processes both in small groups and individually.
3. Lecture and collaborative engagement.
4. Instructor feedback.
5. Peer response review.
6. Guest speakers from campus resources and community.

Assignments

A. Regular weekly reading of texts from different cultural and social perspectives in different genres such as essays, fiction, poems, drama, and newspapers.

1. A variety of responses to readings such as short answers, journals, and graphic organizers to demonstrate comprehension.
2. Vocabulary assignments from readings or other sources such as career and technical vocations

B. Regular weekly writing that increases in complexity.

1. Workforce writing assignments include: cover letters, resumes, personal statements, or commentary to media and news sources.
2. Applied written assignments may also include: creative writing, stories, poems, personal narratives, and different types of persuasive writings.
3. Informal in-class writing assignments.

C. Grammar editing and sentence structure strategies.

D. Vocabulary building assignments.

E. The final assignment will be a practical vocation, job, or career related application of strategies

learned in class.

Methods of Evaluation

Methods of Evaluation

- A. Weekly writing assignments evaluated covering organization, supporting details, sentence structure.
- B. Students will receive weekly feedback by the instructor on their writing assignments Including the writing process, development, and structure.
- C. Homework assignments may include grammar, sentence structure, vocabulary, and reading responses.
- D. Classroom and small group activities related to textual analysis, process of writing, sentence structure, combining, and grammar to be graded by the instructor on student's knowledge of the text.
- E. Assessment of student writing in the final writing assignment, which serves as the class final and is evaluated for students' ability to apply revision, proofreading, and editing skills.

Essential Student Materials/Essential College Facilities

None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Jamie Cortez	Gordo: Stories	Grove Press	2021	978-0-8021-5808-6
Alejandra Campoverdi	First Gen: A Memoir	Grand Central Publishing	2024	978-1538757192

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Create writing assignments, some of which are based on texts, from many cultural and social perspectives in a variety of genres

Compose a focused, purposeful, developed writing assignment of 250 words or more that engages with, responds to, or is inspired by written or visual texts

Produce written work using a cyclical process of multiple drafts and revisions

Edit compositions to correct errors in the major conventions of standard and/or academic English

CSLOs

Read and interact with a variety of texts

Expected SLO Performance: 0.0

Employ a writing process in order to convey focused and developed ideas in multi-paragraph form

Expected SLO Performance: 0.0

Outline

Course Outline

A. Create writing assignments, some of which are based on texts, from many cultural and social perspectives in a variety of genres

1. Distinguish and examine different writing genres and objectives
2. Identify the audience to whom they will be writing

B. Compose a focused, purposeful, developed writing assignment of 250 words or more that engages with, responds to, or is inspired by written or visual texts.

1. Engage in a sequence of activities related to the writing process such as: pre-writing, brainstorming, clustering, freewriting, cubing, writing, outlining, drafting, revising, peer review, editing, proofreading, working with a tutor in the writing center, using MLA formatting.
2. Engage in pre-reading processes such as: schema activation, previewing, researching new topics, journaling, annotating, verbal and written responses, developing lexicon, identifying textual themes/characters, engaging in inquiry,

C. Produce written work using a cyclical process of multiple drafts and revision

1. Compose weekly works of prose including, but not limited to, the following: , reading responses, summaries, personal writing, narratives, cover letters, letters to the editor, in multiple drafts.
2. Engage with diverse audiences such as, but not limited to, the following: colleagues, professors, employers, professionals in the workforce, academic peers
3. Use personal experience, research information, textual evidence, and other sources to develop and support the focus and purpose of the writing.
4. Develop an awareness of language including both sensory description and concrete language (moving from general to specific) in their writing.
5. Practice using a variety of sentence structures and grammatical conventions such as the following: coordinating conjunctions, subordinating conjunctions, subject-verb agreement, run-on sentences, fragments, verb tense consistency, editing to correct errors in the major conventions of Standard Written English.
6. Create effective conclusions which go beyond summary and repetition

E. Edit compositions to correct errors in the major conventions of standard and/or academic English

1. Proofreading and editing techniques
2. Utilizing and using teacher feedback

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 2
- Lec Load: .030
- Seat Ct: 0
- (mkct 5/28/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Not open to ESL students

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires

ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

ESL students have a series of both mirrored and non-mirrored noncredit and for credit courses to prepare them for basic English and reading skills.

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/24	Basic Course Information	Course Description	Required	Please use complete sentences for the course description.	Y
3/24	Basic Course Information	Proposal Details - Attachments	Required	<p>For the requested online modality, please complete and attach the Online Delivery Form.</p> <p>The form can be found in eLumen by clicking on the "i" in a circle icon for Reference Materials.</p> <p></p> <p>Online Delivery Form (10/13/22) https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_DE_Online_101322.pdf</p>	Y
3/24	Basic Course Information	Proposal Details - Attachments	Required	<p>For the requested hybrid modality, please complete and attach the Hybrid Delivery Form.</p> <p>The form can be found in eLumen by clicking on the "i" in a circle icon for Reference Materials.</p> <p></p> <p>Hybrid Delivery Form (10/13/22) https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_DE_Hybrid_101322.pdf</p>	Y

3/24	Basic Course Information	Course Justification	Required	Please name the certificate this course is on. Example: "This course is part of the _____ (Certificate name)."		Y
3/24	Outline	Outline E. Edit compositions...	Recommendation	Consider changing the verb " edit " to a Blooms verb such as "employ," "apply," "demonstrate," or "develop." This is purely a suggestion and not a required change. https://www.deanza.edu/curriculum/guides/blooms.html (https://www.deanza.edu/curriculum/guides/blooms.html) If you make this change, please also edit the the fourth Course Objective to match.		Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/13/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -On question #12 of the form, please mention that online content will be ADA compliant or that it will follow accessibility guidelines.	Y

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

Course Outline of Record Report

05/30/2025

EWRTD501B : Advanced Fundamentals of Writing, Reading, and College Preparation**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> Veronica Acevedo Avila
Attachments:	Hybrid_EWRT_501B_2026F.pdf Online_EWRT_501B_2026F.pdf
Course ID (CB01A and CB01B) :	EWRTD501B
Short Course Title:	No value
Course Title (CB02) :	Advanced Fundamentals of Writing, Reading, and College Preparation
Department:	EWRT - English Writing
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	Students will further develop more advanced writing and reading processes. Students will practice complex varied modes of writing and analysis including reading responses and essays. Students will learn and practice digital literacy skills. The course will also focus on access to a variety of campus resources, across an equitable framework, specific to students' personal, academic, and/or career goals.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> English
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - ENGLISH

Formerly Statement**Formerly Statement**

No Value

Course Justification

Course Justification

This is a unique course offering because this will be the English Department's second non-credit course in a new two-part series of courses required for a certificate. Mastery of reading and writing skills as taught in this curriculum are foundational for academic, personal, and career success. The reading skills involved promote and enhance writing skills and are correlated to retention rates and student performance. The focus on analysis, synthesis, and evaluation of texts, enhances students' overall cognitive abilities and critical thinking skills. This course is part of the Writing and Reading for Skills for College and Career Success certificate.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

No value

Course Special Class Status (CB13)

No value

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

No value

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Writing and Reading Skills for Career and College Success (In Development)

Certificate of Competency

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	24
Total Course Out-of-Class Hours	48
Total Student Learning Hours	24

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	0
NA	0
Total	24

Course Out-of-Class Hours

Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction**

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion of assigned complex readings Practice of generative processes both in small groups and individually Lecture Collaborative engagement Digital literacy Instructor feedback Peer response review Guest speakers from campus resources and community

Assignments

- A. Regular weekly reading of texts from different cultural and social perspectives in different genres such as essays, fiction, poems, drama, and newspapers.
 - 1. A variety of responses, such as short answers, journals, and graphic organizers, to longer readings to demonstrate comprehension.
 - 2. Vocabulary application from readings or other sources
- B. Regular weekly writing that increases in complexity.
 - 1. Workforce writing assignments include: cover letters, resumes, personal statements, or commentary to media and news sources.
 - 2. Applied written assignments may also include: creative writing, stories, poems, personal narratives, digital media, and different types of persuasive writings.
 - 3. In-class and/or online writing assignments.
- C. Grammar, editing, and sentence structure activities
- D. Assignment culminates in demonstration of strategies learned in class.

Methods of Evaluation**Methods of Evaluation**

Methods of Evaluation	A. Weekly writing assignments evaluated covering organization, supporting details, sentence structure. B. Students will receive weekly feedback by the instructor on their writing assignments including the following: writing process, development, and structure.
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- C. Completion of homework assignments: quizzes, journals, postings, grammar, sentence structure, vocabulary, and reading responses.
- D. Classroom and small group activities related to textual analysis, process of writing, presentation, class discussions and other activities designed to assess students' participation in the class and with other students.
- E. Holistic assessment culminating in demonstration of strategies learned in class of student incorporation of instructor feedback
- F. Final project

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Jamil Zaki	The War for Kindness: Building Empathy in a Fractured World	Crown	2019	978-0-451-49924-0
George Takei	They Called Us Enemy	Top Shelf Productions	2019	978-1603094504
Malaka Gharib	I Was Their American Dream: A Graphic Memoir	Clarkson Potter	2019	10-0525575111

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Read and respond to a variety of texts from many cultural and social perspectives in a variety of genres.

Compose focused, purposeful, developed pieces of writing that engage with, respond to, or are inspired by written or visual texts.

Produce increasingly complex written work employing multiple editing and revision strategies

Edit compositions to correct errors in the major conventions of standard and/or academic English.

Write expanded compositions tailored for college, career, or personal development.

CSLOs

Analyze and evaluate diverse texts.

Expected SLO Performance: 0.0

Demonstrate the multi-process of writing through a variety of practical applications

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Read and respond to a variety of texts from many cultural and social perspectives in a variety of genres
 - 1. Distinguish and examine different writing genres and objectives
 - 2. Engage in pre-reading processes such as: schema activation, previewing, researching new topics, annotating, verbal and written responses, developing lexicon, identifying textual themes/characters, engaging in inquiry
- B. Compose focused, purposeful, developed pieces of writing that engage with, respond to, or are inspired by written or visual texts.
 - 1. Engage in a sequence of activities related to the writing process such as: pre-writing, brainstorming, clustering, freewriting, cubing, writing, outlining, drafting, revising, peer review, editing, proofreading, working with a tutor in the writing center, introducing MLA formatting
 - 2. Writing responses may include journals, short essay responses, blog posts, and other related responses
- C. Produce increasingly complex written work employing multiple editing and revision strategies
 - 1. Compose on-going works of prose including, but not limited to, the following: reading responses, summaries, personal writing, narratives, cover letters, resume, work memos, work reports, and blog posts in multiple drafts
 - 2. Engage with diverse audiences such as, but not limited to, the following: academic peers, professors, employers, work colleagues, career and technical professionals in the workforce
 - 3. Use personal experience, research information, textual evidence, and other sources to develop and support the focus and purpose of the writing
 - 4. Develop an awareness of college and professional workplace language, including both sensory description and concrete, specific language in their writing
 - 5. Practice using a variety of sophisticated sentence structures and grammatical conventions, including the following: coordinating conjunctions, subordinating conjunctions, subject-verb agreement, run-on sentences, comma splices, fragments, verb tense consistency
 - 6. Develop and refine critical thinking skills, involving: analysis, synthesis, reflection skills and strategies
- D. Edit compositions to correct errors in the major conventions of standard and/or academic English
 - 1. Proofreading techniques
 - 2. Utilizing teaching, peer, and student feedback
- E. Write expanded compositions tailored for college, career, or personal development.
 - 1. Writing college essays, short essay responses, informal and formal written exercises
 - 2. Compose cover letters, work memos, and other business communications
 - 3. Metacognitive writings, self-reflection responses, personal narratives
 - 4. Evaluate digital literacy, accessing digital tools and information technologies for personal, professional and academic applications

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 2
- Lec Load: .030
- Seat Ct: 0
- (mkct 5/28/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/24	Basic Course Information	Proposal Details - Attachments	Required	For the requested online modality, please complete and attach the Online Delivery Form. The form can be found in eLumen by clicking on the "i" in a circle icon for Reference Materials.  Online Delivery Form (10/13/22) (https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_DE_Online_101322.pdf)	Y
3/24	Basic Course Information	Proposal Details - Attachments	Required	For the requested hybrid modality, please complete and attach the Hybrid Delivery Form. The form can be found in eLumen by clicking on the "i" in a circle icon for Reference Materials.  Hybrid Delivery Form (10/13/22) (https://www.deanza.edu/curriculum/forms/documents/Form_eLumen_DE_Hybrid_101322.pdf)	Y
3/24	Basic Course Information	Course Justification	Required	Please include the specific name of the certificate.	Y
3/24	Specifications	Methods of Evaluation	Required	Please ensure a final exam/project/paper is stated.	Y
3/24	Outline	Outline D. Edit compositions...	Recommendation	Consider changing the verb " edit " to a Blooms verb such as "employ," "apply," "demonstrate," or "develop." This is purely a suggestion and not a required change. https://www.deanza.edu/curriculum/guides/blooms.html (https://www.deanza.edu/curriculum/guides/blooms.html) If you make this change, please also edit the the fourth Course Objective to match.	Y
3/24	Req/Adv	Prerequisite / Advisory	Recommendation / Question	Did you want to have EWRT 501A as an advisory or prerequisite? (If so, you will need a G-Matrix Context Form)	Y
3/24	Req/Adv	Limitations on Enrollment - Other	Recommendation / Question	Did you want the same limitation on enrollment as EWRT 501A - Not open to ESL students? If so, please add that text to the Req/Adv tab. Then, fill out the H-Matrix tab, Objective 6.	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/21/2025	Learning Outcomes	CSLO	Required	Reword "Apply writing practices to understand it as a multi-step process." Suggestion: "Apply writing practices to evidence the understanding that writing is a multi-step process." Or "Demonstrate writing as a multistep process." Or "Apply multistep process in writing."	Y

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/13/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -On #12, please mention online material that follow accessibility guidelines/ADA-compliant.	Y

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

GEOLD011. : Evolution of the Earth**General Information**

Faculty Initiator:	<ul style="list-style-type: none">Chris Dileonardo
Attachments:	Lowerdivision_GEOL_11_2026F.pdf UCTransferable_GEOL_11_2026F.pdf Online_GEOL_11_2026F.pdf
Course ID (CB01A and CB01B) :	GEOLD011.
Short Course Title:	No value
Course Title (CB02) :	Evolution of the Earth
Department:	GEOL - Geology
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This is an introduction to the evolution of the earth and the life it supports, as determined by the geologic and fossil records. Emphasis in the course is on the examination of the geologic processes governing the evolution of the crust, oceans, biosphere, and climate system of the earth. One Saturday field trip is required.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Online
Faculty Initiator:	No value
Course Family:	No value

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Earth Science
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - GEOLOGY

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course meets a general education requirement for De Anza and Cal-GETC. It is UC and CSU transferable. This course is an introduction to the history of the earth and the life it supports, and their study by means of the scientific method. This course is a requirement in the AST in Geology.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

Award Type

Active

Geology for Transfer (In Development)

Associate in Science for Transfer (A.S.-T.)
Degree

Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G5X	De Anza GE Area 5 - Natural Sciences	Pending	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA5A	Cal-GETC Area 5A - Physical Science	Pending	No value	No value	No - defined.
CA5C	Cal-GETC Area 5C - Science Laboratory	Pending	No value	No value	

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

EARTH 3 - Principles of Historical Geology, UC Santa Barbara

Will the course fulfill a UC/CSU lower-division major requirement?

Yes

If yes, identify the UC/CSU campus, course and major.

San Jose State University, GEOL 7 Earth, Time and Life, BS Geology

Units and Hours

Summary

Minimum Credit Units 5

Maximum Credit Units 5

Total Course In-Class (Contact) Hours 84

Total Course Out-of-Class Hours 96

Total Student Learning Hours 180

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

No value

Cooperative Work Experience Education

Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	36
NA	0
Total	84
Course Out-of-Class Hours	
Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction

Methods of Instruction

Collaborative learning and small group exercises
Collaborative projects
Discussion and problem-solving performed in class
Discussion of assigned reading
Field observation and field trips
Homework and extended projects
Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
Lecture and visual aids
Quiz and examination review performed in class

Assignments

A. Laboratory Exercises

1. Topographic maps and profiles.
2. Mineral Identification and Rock Classification
3. Rock Classification and Genesis
4. Fossil Identification
5. Stratigraphic Correlation
6. Cross-section interpretation.
7. Geologic Map Interpretation
 - a. Volcanic Terrains
 - b. Deformed Terrains
8. Cross-section construction

B. Field Mapping and Interpretation Project

1. One all-day field project involving simple mapping, rock description at outcrop scale, and structural data collection.
2. One post field laboratory for data analysis and new data integration.
3. Field report including maps, cross-section and discussion.

C. Concept Quizzes (Mastery Exercises)

1. Rock genesis
2. Contact relationships
3. Sequence of events
4. Earth structures

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Student responses on individual one-hour exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.
- B. Student responses on individual one-hour exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.
- C. Student responses on collaborative take-home quizzes will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.
- D. Clarity, completeness, and accuracy of the completed field trip guides, based on collaborative group field work, will be assessed by comparison to grading rubrics. Grading will take into account the conditions encountered on the day

of the field trip (e.g. accessibility of outcrops due to tides, weather constraints to field work, etc.).

- E. Evaluation of rotating weekly presentations of collaborative laboratory working groups based on demonstrated knowledge of methods and principles represented in the lab exercise .
- F. Student responses on two-hour comprehensive final exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- Hand Lens (10x)
- 30cm long ruler with centimeters and millimeters
- Colored pencils

Essential College Facilities:

- Geology laboratory with sufficient map, rock, mineral, and fossil collections.
- Hand lenses, rock hammers, and field compasses.
- Laptop computers with internet connection.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Bentley, Callan, et. al.	Historical Geology	OER Open Educational Resource	2020/First Edition	
King Jr., David and Levin, Harold	The Earth Through Time	Wiley	2016/Eleventh Edition	978-1-119-11706-3

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Summarize and describe the Origin of the Earth and Continental Crust.

Distinguish between hypotheses, theories, and laws, and demonstrate the assessment of hypotheses through testing.

Apply methods of Historical Geology to construct geologic histories at multiple scales.

Relate the major geologic events that have governed the evolution of western North America.

Understand trends in evolution and extinction as interpreted from the fossil record.

Understand the physical processes impacting Earth's climate system.

CSLOs

Apply the principles of scientific methodology to test hypotheses on how the Earth has evolved over time. Expected SLO Performance: 0.0

Use data and observations to track changes in the Earth system recorded in the geologic and fossil records. Expected SLO Performance: 0.0

Apply scientific methodology and geologic principles to analyze the impact of the Earth system on humanity, from specific natural hazards, climate change, and the availability, use, and distribution of Earth resources. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Summarize and describe the Origin of the Earth and Continental Crust.
 1. Describe the origin of the Earth and solar system.
 2. Summarize the thermal evolution of the Earth and the Earth's interior.
 3. Analyze igneous and metamorphic rocks to determine their historical significance.
 4. Relate rock genesis to the origin and evolution of PreCambrian crust of North America
- B. Distinguish between hypotheses, theories, and laws, and demonstrate the assessment of hypotheses through testing.
 1. Distinguish between scientific hypotheses, theories, and laws, and distinguish between scientists' use of these words and their usage in ordinary speech.
 2. Summarize the transition from proto-scientific natural philosophies of ancient Greece and ancient China to the modern scientific method as practiced around the world.
 3. Describe the differences between the scientific method and other forms of inquiry; examine the importance of hypothesis testing.
- C. Apply methods of Historical Geology to construct geologic histories at multiple scales.
 1. Distinguish between relative and absolute time.
 2. Examine the methods and principles of radiometric dating and other absolute geochronology techniques.
 3. Classify and determine the rock genesis of common rocks of the Earth's crust.
 4. Analyze sedimentary rocks to determine their origin and historical significance.
 5. Analyze sedimentary patterns governed by tectonic setting.
 6. Interpret depositional environments from sedimentary sequences.
 7. Interpret Earth history from outcrops, maps, and cross-sections using contact relationships and stratigraphic principles.
 8. Gather field structural and stratigraphic data and prepare simple geologic maps, stratigraphic columns, and reports.
 9. Identify common fossil samples and relate them to their range over geologic time.
 10. Apply principles of biostratigraphy to correlation of sedimentary units.
 11. Relate biostratigraphy to the geologic time scale.
 12. Understand general concepts governing absolute age dating methods, including radiometric dating, fission track dating, dendrochronology and mineral weathering.
- D. Relate the major geologic events that have governed the evolution of western North America.
 1. Reconstruct paleogeography from geologic data and relate to plate tectonic setting.
 2. Relate plate margin interactions to geologic processes.
 3. Relate passive margin development and sedimentation of the Early Paleozoic

4. Analyze geologic data related to Late Paleozoic tectonism and paleogeography of western North America.
 5. Evaluate accretionary tectonics and orogenesis in western North America from geologic data.
 6. Analyze geologic data of the Mesozoic through Tertiary Klamath-Sierran Arc Trench Forearc System.
 7. Evaluate Tertiary tectonics and the Sevier and Laramide Orogenies from geologic data.
 8. Relate the evidence for tectonic transition in western North America to the development of the San Andreas transform boundary and opening of the Basin and Range Province.
- E. Understand trends in evolution and extinction as interpreted from the fossil record.
1. Understand differing mechanisms of fossilization.
 2. Relate fossil morphology to evolutionary trends.
 3. Understand the basics of genetics and relationship to inheritance.
 4. Relate evolutionary trends to major events in earth history including plate tectonics and extinction-level events.
- F. Understand the physical processes impacting Earth's climate system.
1. Understand basics of climate processes on the earth.
 2. Identify different climate proxies in the geologic record.
 3. Relate the evidence for modern climate change.

Lab Outline

- A. Apply the methods and principles of historical geology.
1. Identify common rock and mineral samples in the lab and outcrops.
 2. Identify fossil specimens.
 3. Use topographic maps in the field and to interpret landscape evolution.
 4. Create geologic maps and cross-sections at multiple scales.
 - a. Conduct elementary geologic mapping.
 - b. Use geologic data to construct cross-sections.
- B. Apply principles of historical geology to interpret geology at multiple scales.
1. Interpret geologic maps and cross-sections.
 - a. Use geologic maps and cross-sections to interpret a stratigraphic sequence.
 - b. Use geologic maps and cross-sections to interpret a volcanic terrain.
 - c. Use geologic maps and cross-sections to interpret folded and faulted terrains.
 2. Use fossils to correlate stratigraphy.
 3. Use subsurface data to interpret geology at depth.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 5
- Lec Hrs: 4
- Lec Load: .089
- Lab Hrs: 3
- Lab Load: .067
- Total Load: .156
- Seat Ct: 30
- (mkct 5/28/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

Methods of Instruction: Discussion of assigned reading

Objective 2: Develop analytical ideas and topics for essays.

Course Outline: E.2. Relate fossil morphology to evolutionary trends.

Objective 3: Compose and support thesis statements for analytical essays.

Course Outline: D.1. Reconstruct paleogeography from geologic data and relate to plate tectonic setting.

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

Course Outline: F.3. Relate the evidence for modern climate change.

Objective 5: Identify and practice writing for different audiences and purposes.

Course Outline: C.2. Examine the methods and principles of radiometric dating and other absolute geochronology techniques.

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

Course Outline: B.1. Distinguish between scientific hypotheses, theories, and laws, and distinguish between scientists' use of these words and their usage in ordinary speech.

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

Course Outline: Draft field project report followed by revision of final field report

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

Methods of Evaluation: A. One-hour exams with written and objective questions, which require diagrams, short essay answers, problem-solving, and interpretive skills

Objective 9: Demonstrate appropriate grammar usage and mechanics.

Methods of Evaluation: D. Written field report on fieldwork conducted near end of quarter.

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Course Outline: Subtopics A.3 and A.6 Synthesize the geological, paleontological, and paleomagnetic record to demonstrate an understanding of global plate tectonics, and apply this understanding to illustrate the crustal evolution of Western North America.

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation: Subtopics: D. Clarity, completeness, and accuracy of the completed field trip guides, based on collaborative group field work, will be assessed by comparison to grading rubrics. Grading will take into account the conditions encountered on the day of the field trip (e.g. accessibility of outcrops due to tides, weather constraints to field work, etc.). E. Evaluation of rotating weekly presentations of collaborative laboratory working groups based on demonstrated knowledge of methods and principles represented in the lab exercise. F. Student responses on two-hour comprehensive final exams will be evaluated for clarity, completeness, and accuracy by comparison to grading rubrics.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment topic C: Synthesize and integrate learning and apply knowledge to analyze rock genesis from rock samples; contact relationships from geologic cross-sections; determine sequence of events from outcrops, maps, and cross-sections; and complex deformation of the earth from geologic maps.

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Course Outline topic A.1. Plate tectonics: the formation and origin of the earth compared through multi-cultural, religious, and historical perspectives. Course Outline topic A.4 Hot spots: the formation and evolution of the Hawaiian from a cultural perspective of native Hawaiians compared to field observations and modern interpretations.

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Course Outline: E Stratigraphy: The historical development of Catastrophism, Uniformitarianism and Punctuated Equilibrium over time. Interpretation of sedimentary rock sequences using differing world views of Catastrophism and Uniformitarianism.

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Assignment B1, B2, B: Field Mapping and Interpretation Project: One all-day field project involving simple mapping, rock description at outcrop scale, and structural data collection. Additionally one post field laboratory for data analysis and new data integration. A final field report including maps, cross-section and discussion will be completed.

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/27/25	basic course info	course description	required	please use complete sentences for the course description	
3/27/25	basic course info	course justification	required	please add one degree path this class in part of	
3/27/25	specifications	methods of evaluation essential	required	methods of evaluation missing. please add this	
3/27/25	specifications	materials/college facilities	required	divide these into essential materials and college facilities as separate entries within this box	
3/27/25	learning outcomes	course objectives	required	these course objectives need to be the same as the capitol letters of the course outline. we can meet and go through this if you would like to	
3/27/25	matrix B	matrix B	required	for each entry, cite where on the outline they can be found	

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/16/2025	Learning Outcomes	CSLO	Required	CSLO #2 and #3 are identical. Please delete one of them and resubmit.	

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
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5/27/2025 De Anza
GE Form Criteria 2 Required

This criterion must include three distinct components: oral communication, written communication, and collaborative exercises. Refer to the *Outline*, *Assignments*, or *Methods of Evaluation* sections as appropriate. Be sure to cite the section used and copy and paste the relevant content for reference.

For Example: JAPN 5: Criteria 2: Methods of Evaluation D: Final examination: Two section-examination comprised of (1) an individual written performance and (2) individual/group oral presentation or interview with the instructor. Evaluation will be based on producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. Methods of Evaluation: F: Participation based on contribution to class discussion and collaborative exercises.

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

Course Outline of Record Report

05/30/2025

GEOLD051. : Geology in the Outdoors

General Information

Faculty Initiator:	<ul style="list-style-type: none">Chris Dileonardo
Attachments:	LowerDivision_GEOL_51_2026F.pdf
Course ID (CB01A and CB01B) :	GEOLD051.
Short Course Title:	No value
Course Title (CB02) :	Geology in the Outdoors
Department:	GEOL - Geology
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	Hands-on introduction to geology in a variety of field settings. Students develop observational skills at several of California's spectacular geologic locations. Includes one-day field trips, a multi-day field trip, and short written reports.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Earth Science
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - GEOLOGY

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course will support the new ASst in Geology, is a lower division requirement in the major at our closest transfer institution, and supports our student learning in our GEOL 10, GEOL 11, and GEOL 20.

Stand-Alone Statement

Stand-Alone Statement

Geology in the Outdoors is a hands-on field geology course that supports transfer students majoring in Geology, and student learning for all enrolled in GEOL 10, GEOL 11, and GEOL 20. Though the course is a lower division requirement for the major at our closest transfer institution San José State University, it is not part of the California ASst Geology degree model. Students in this course will be made up of not only those intending to major in Geology but also those taking our other Geology classes to fill GE breadth requirements. Enrolling in this course while taking other classes will significantly enhance student learning in those other courses.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

Yes

If yes, identify the UC/CSU campus, course and major.

CSU San José State University, GEOL 28, Geology major

Units and Hours

Summary

Minimum Credit Units	1
Maximum Credit Units	1
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	0
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	3	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	0
Laboratory	36
NA	0
Total	36

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Field observation and field trips
	Extended projects
	Field lectures with visual aids

Assignments

- A. Participation in Field Discussions
- B. Field Exercises
- C. Field Trip Report

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Field discussions evaluated by participation.
- B. Field assignments graded for accuracy.
- C. Field project report graded against a rubric.

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- None

Essential College Facilities:

- Hand lenses
- Rock Hammers
- Compasses

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Alt, David, et. al.	Roadside Geology of Northern and Central California	Mountain Press	2nd edition/2016	9780878426706
Marshak, Stephen	Essentials of Geology	W.w. Norton & Co.	2022/7th ed.	978-0-393-88309-1

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Apply field methods and observations to understand the geologic evolution at multiple scales.

Describe the tectonic setting of areas visited in California.

Describe volcanic processes in California and relate them to specific field localities.

Relate the Franciscan Assemblage of the Coast Ranges to the tectonic evolution of California.

Recognize geologic hazards observed in the field.

CSLOs

Use field observations to determine geologic history at hand sample, outcrop, local, and regional scales. Expected SLO Performance: 0.0

Use field observations to track and predict changes in the Earth system resulting from dynamic Earth Processes. Expected SLO Performance: 0.0

Apply scientific methodology and geologic principles to analyze the impact of the Earth system on humanity, from specific natural hazards investigated in the field. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Apply field methods and observations to understand the geologic evolution at multiple scales.
 - 1. Use of topographic maps
 - 2. Orientation and use of compasses
 - 3. Geologic maps
- B. Describe the tectonic setting of areas visited in California.
 - 1. Current tectonic setting of the San Andreas Transform Boundary
 - a. Development of the San Andreas Fault
 - b. Crustal rotation along the transform margin
 - 2. Subduction and accretion along the California coastline
 - 3. Tectonic transition in California.
- C. Describe volcanic processes in California and relate them to specific field localities
- D. Relate the Franciscan Assemblage of the Coast Ranges to the tectonic evolution of California.
- E. Recognize geologic hazards observed in the field.
 - 1. Active faulting
 - 2. Active landslides

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 1
- Lab Hrs: 3
- Lab Load: .067
- Seat Ct: 40
- (mkct 5/23/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/27/25	basic course info	course description	required	please use complete sentences	
3/27/25	specifications	method of instructions	required	since this is a lab course, we cant have homework listed as a method of instructions. extended projects is Y okay.	
3/27/25	specifications	method of evaluation	required	the method of evaluation need to have criteria by which the assignments are evaluated. by a rubric, for accuracy, for completion are all okay	Y
3/27/25	specifications	student materials/college facilities	required	please separate these to have individual entries for student materials and college facilities within the entry box	Y

3/27/25 learning outcomes course objectives required course objectives need to match the capital letters of the course outline. Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edi	Initiator - Indicate "Y" When Completed or Initiator's Response
05/21/25	Specifications	Primary Texts	Required	<p>At least one primary text must be published within 7 years of the effective date of the course. This would be 2019 for all classes effective Fall 2026</p> <p>This course feels very applied, and I'm concerned that it will be questionable for UC-transferability. Transferable field-studies courses must meet at least one of the following conditions:</p> <ul style="list-style-type: none"> Clearly acceptable as part of a major based on the UC TCA guidelines for the specific discipline Required as major preparation at the original institution where the course is offered Required concurrently to supplement a transferable course 	
05/21/25	objectives and outline	Course objectives and Course outline	Suggested	<p>The course is not required as a co-requisite for another transferable course, and it is not considered major prep since we don't have a Geology major and it is not required for the ADT. It needs to include a bit more theory in order to be considered UC-transferable. I can try submitting it as-is, but I'm concerned it will be seen as a "for fun" class by the UCOP reviewers, since it's not required, it doesn't supplement the material of another class, and it doesn't contain theory</p>	

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

MATHD510X : Math Performance Success Support for Statistics

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Cheryl Balm
Attachments:	Hybrid_MATH_510X_2026F.pdf Online_MATH_510X_2026F.pdf ReqAdv_G_MATH_510X_2026F_1.pdf
Course ID (CB01A and CB01B) :	MATHD510X
Short Course Title:	No value
Course Title (CB02) :	Math Performance Success Support for Statistics
Department:	MATH - Mathematics
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course provides a review of the core prerequisite skills and concepts needed when studying probability and statistics. It is intended for students who are concurrently enrolled in Statistics in the Math Performance Success (MPS) program.
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Mathematics
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none"> FHDA FSA - MATHEMATICS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course designed to provide just-in-time instruction for students in the Math Performance Success (MPS) program who are studying Statistics.

Stand-Alone Statement

Stand-Alone Statement

This course is designed to support students taking Statistics in the Math Performance Success (MPS) program. While this class is a stand-alone class, it must be taken concurrently with Statistics, which is a transfer-level and GE-eligible course.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

No value

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

De Anza GE - Supplemental	Area(s)	Status	Approval Date	End Date	-
2SUM	DA Support Course Math-CB26	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	60
Total Course Out-of-Class Hours	120
Total Student Learning Hours	60

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

 Status (CB10) Variable Credit Course**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	5	10
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	60
Laboratory	0
NA	0
Total	60
Course Out-of-Class Hours	
Lecture	120
Laboratory	0
NA	0
Total	120

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Quiz and examination review performed in class
 Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class

Homework and extended projects
Lecture and visual aids

Assignments

- A. Required readings from text
- B. Problem-solving exercises, some involving technology
- C. Small group exercises
- D. Optional project synthesizing various concepts and skills from the course content

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
- B. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
- C. Small group exercises will be evaluated based on the level of engagement in the material and level of participation
- D. Final assessment

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
OpenStax	Elementary Algebra	openstax.org	2nd ed.	
OpenStax	Intermediate Algebra	openstax.org	2nd ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Explore topics related to developing effective learning skills

Develop effective skills for modeling and solving real world applications

Develop skills for interpreting graphs and tables

Develop skills for investigating descriptive statistics

Develop skills for interpreting correlation and scatter plots

Develop skills for experimental design

Develop skills for calculating probability

Develop skills for investigating random variables

Develop skills for investigating confidence intervals and hypothesis testing

Develop skills for performing chi-square tests

CSLOs

Demonstrate mathematical concepts, skills and numeracy needed for understanding Probability and Statistics. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Explore topics related to developing effective learning skills
 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies
 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
 3. Develop academic confidence and mathematical maturity
 4. Develop mathematical habits of mind
 - a. Reflect on process and synthesis
 - b. Analyze different ideas
 - c. Predict solutions
 - d. Interpret contextualized problems

- B. Develop effective skills for modeling and solving real world applications
 - 1. Devise a strategy or plan
 - 2. Apply precise notation to convey the thought process behind the work
 - a. Organize mathematical work in a logical and neat manner
 - b. Explain each step and thought process
 - 3. Identify and define known and unknown quantities
 - 4. Apply mathematical tools to formulate a solution
 - a. Rounding
 - b. Performing addition, subtraction, multiplication and division of fractions
 - 5. Communicate the solution clearly
 - a. State the solution
 - b. Interpret the results in the context of the problem
- C. Develop skills for interpreting graphs and tables
 - 1. Explore the geometric representations of units of measurement for length, area, and volume
 - 2. Practice labeling units and scaling axes
 - 3. Identify rates, ratios and proportions
 - 4. Calculate proportions and percentages
 - 5. Convert between fractions, decimals and percentages
- D. Develop skills for investigating descriptive statistics
 - 1. Use formulas
 - a. Recognize mathematical symbols
 - b. Evaluate algebraic expressions by substituting the value of a variable
 - c. Simplify arithmetic expressions
 - d. Simplify expressions involving factorials
 - e. Apply the order of operations
 - 2. Use unit analysis to determine the units of an answer
- E. Develop skills for interpreting correlation and scatter plots
 - 1. Interpret linear relationships in two variables numerically, graphically, verbally and algebraically
 - 2. Develop linear function models to solve problems
 - a. Develop the equation of a linear function
 - 1. Numerically from tables of values
 - 2. Graphically by determining the slope and vertical intercept from a graph
 - 3. Algebraically by determining the slope and vertical intercept from two points
 - 4. Verbally from the description of a problem situation
 - b. Determine a line by choosing two points and deriving the equation
 - 3. Use a linear model to obtain values
 - a. Of the dependent variable by substitution
 - b. Of the independent variable by solving a linear equation
 - 4. Interpret the results of a linear model in the context of the problem
 - a. The slope and the intercepts
 - b. Values and units of the independent and dependent variables
- F. Develop skills for experimental design
 - 1. Read and interpret world problems
 - 2. Write descriptions and conclusions in complete sentences
- G. Develop skills for calculating probability
 - 1. Investigate the concept of a function as a relationship in which each input has only one output
 - 2. Identify relationships which are and are not functions
- H. Develop skills for investigating random variables
 - 1. Use and interpret exponential models including those involving e and the natural logarithm
 - 2. Identify the main characteristics of linear inequalities in one variable
 - a. Use inequality notation to express solutions algebraically
 - b. Find solutions to linear inequalities
 - c. Identify solutions of linear inequalities graphically on a number line
- I. Develop skills for investigating confidence intervals and hypothesis testing
 - 1. Explore the geometric interpretation of signed numbers on a number line
 - 2. Use and explain interval notation
 - 3. Explore critical analysis and logic
 - 4. Investigate proof by contradiction
- J. Develop skills for performing chi-square tests
 - 1. Interpret two-way tables
 - 2. Interpret grouped bar graphs

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 5
- Lec Load: .076
- Seat Ct: ?
- (mkct 5/21/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

STAT C1000 or STAT C1000H

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Open only to students in the Math Performance Success Program.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Any student who struggles with math is welcome in the Math Performance Success (MPS) program if they are committed to attending class and supporting their fellow students. Visit <https://www.deanza.edu/mps/> for more information.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Returning at your request, but your requisites look great.

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

MATHD521. : Math Performance Success Support for Calculus I**General Information**

Faculty Initiator:	<ul style="list-style-type: none">Cheryl Balm
Attachments:	Hybrid_MATH_521_2026F.pdf ReqAdv_G_MATH_521_2026F_1.pdf
Course ID (CB01A and CB01B) :	MATHD521.
Short Course Title:	No value
Course Title (CB02) :	Math Performance Success Support for Calculus I
Department:	MATH - Mathematics
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course is a review of the core prerequisite skills and concepts needed in when studying differential Calculus. It is intended for students who are concurrently enrolled in Calculus I in the Math Performance Success (MPS) program.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Mathematics
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - MATHEMATICS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course designed to provide just-in-time instruction for students in the Math Performance Success (MPS) program who are studying Calculus I.

Stand-Alone Statement

Stand-Alone Statement

This course is designed to support students taking Calculus I in the Math Performance Success (MPS) program. While this class is a stand-alone class, it must be taken concurrently with Calculus I, which is a transfer-level and GE-eligible course.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

No value

Course Special Class Status (CB13)

No value

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

De Anza GE - Supplemental	Area(s)	Status	Approval Date	End Date	-
2SUM	DA Support Course Math-CB26	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	60
Total Course Out-of-Class Hours	120
Total Student Learning Hours	60

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

 Status (CB10) Variable Credit Course**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	5	10
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	60
Laboratory	0
NA	0
Total	60
Course Out-of-Class Hours	
Lecture	120
Laboratory	0
NA	0
Total	120

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Quiz and examination review performed in class
 Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class

Homework and extended projects
Lecture and visual aids

Assignments

- A. Required readings from text
- B. Problem-solving exercises, some involving technology
- C. Small group exercises
- D. Optional project synthesizing various concepts and skills from the course content

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
- B. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
- C. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
- D. Final assessment

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
OpenStax	Algebra and Trigonometry	openstax.org	2nd ed.	
OpenStax	Calculus: Volume 1	openstax.org	1st ed.	
James Stewart, Daniel Clegg & Saleem Watson	Calculus: Early Transcendentals	Cengage	2021 / 9th ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Explore topics related to developing effective learning skills

Develop effective skills for modeling and solving real world applications

Develop skills needed to graph rational and polynomial functions and inequalities, and trigonometric, exponential and logarithmic functions

Develop skills needed to work with quotients, limits, asymptotes and holes in graphs, piecewise functions and absolute value inequalities

Develop skills needed to solve algebraic and trigonometric equations resulting from first and second derivatives

Develop skills needed to explore increasing and decreasing functions and mathematical models encountered in related rates and optimization problems

CSLOs

Demonstrate sound algebraic techniques by applying proper mathematical notation to differential Calculus problems

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Explore topics related to developing effective learning skills
 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies
 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
 3. Develop academic confidence and mathematical maturity
 4. Develop mathematical habits of mind
 - a. Interpret contextualized problems
 - b. Predict solutions
 - c. Analyze different ideas
 - d. Reflect on process and synthesis
- B. Develop effective skills for modeling and solving real world applications
 1. Devise a strategy or plan
 2. Apply precise mathematical notation to convey the thought process behind the work
 - a. Organize algebraic and arithmetic work in a logical and neat manner
 - b. Organize information, using tools such as graphs, charts, tables and diagrams
 - c. Explain each step and thought process
 3. Identify and define known and unknown quantities

4. Apply mathematical tools to formulate a solution
5. Communicate the solution clearly
 - a. State the solution
 - b. Interpret the results in the context of the problem
- C. Develop skills needed to graph rational and polynomial functions and inequalities, and trigonometric, exponential and logarithmic functions
 1. Practice graphing skills, including translations from parent functions.
 2. Graph rational and polynomial functions and inequalities.
 3. Graph trigonometric functions
 4. Graph inverse trigonometric functions.
 5. Graph exponential and logarithmic functions.
 6. Determine and interpret features of these graphs such as increasing interval, decreasing interval, asymptotes and roots
 7. Explore domain and range of functions
- D. Develop skills needed to work with quotients, limits, asymptotes and holes in graphs, piecewise functions and absolute value inequalities
 1. Simplify quotients of various algebraic and trigonometric expressions using factors, conjugates, distribution, least common denominators, trigonometric identities, etc.
 2. Simplify complex fractions
 3. Rationalize denominators
 4. Explore piecewise functions and absolute value inequalities
- E. Develop skills needed to solve algebraic and trigonometric equations resulting from first and second derivatives
 1. Find roots
 2. Solve algebraic and trigonometric equations
 3. Simplify algebraic expressions, especially those involving rational and radical functions.
 4. Simplify trigonometric expressions using trigonometric identities
 5. Use factors and the Zero Product Property to solve equations.
- F. Develop skills needed to explore increasing and decreasing functions and mathematical models encountered in related rates and optimization problems
 1. Calculate roots of non-linear functions.
 2. Conduct sign testing for functions.

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 5
- Lec Load: .076
- Seat Ct: ?
- (mkct 5/21/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

MATH D001A or MATH D01AH

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Open only to students in the Math Performance Success Program.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Any student who struggles with math is welcome in the Math Performance Success (MPS) program if they are committed to attending class and supporting their fellow students. Visit <https://www.deanza.edu/mps/> for more information.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

MATHD522. : Math Performance Success Support for Calculus II**General Information**

Faculty Initiator:	<ul style="list-style-type: none">Cheryl Balm
Attachments:	Hybrid_MATH_522_2026F.pdf ReqAdv_G_MATH_522_2026F_1.pdf
Course ID (CB01A and CB01B) :	MATHD522.
Short Course Title:	No value
Course Title (CB02) :	Math Performance Success Support for Calculus II
Department:	MATH - Mathematics
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course is a review of the core prerequisite skills and concepts needed in when studying integral Calculus. It is intended for students who are concurrently enrolled in Calculus II in the Math Performance Success (MPS) program.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Mathematics
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - MATHEMATICS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course designed to provide just-in-time instruction for students in the Math Performance Success (MPS) program who are studying Calculus II.

Stand-Alone Statement

Stand-Alone Statement

This course is designed to support students taking Calculus II in the Math Performance Success (MPS) program. While this class is a stand-alone class, it must be taken concurrently with Calculus II, which is a transfer-level and GE-eligible course.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

No value

Course Special Class Status (CB13)

No value

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

De Anza GE - Supplemental	Area(s)	Status	Approval Date	End Date	-
2SUM	DA Support Course Math-CB26	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	60
Total Course Out-of-Class Hours	120
Total Student Learning Hours	60

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

 Status (CB10) Variable Credit Course**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	5	10
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	60
Laboratory	0
NA	0
Total	60
Course Out-of-Class Hours	
Lecture	120
Laboratory	0
NA	0
Total	120

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Quiz and examination review performed in class
 Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class

Homework and extended projects
Lecture and visual aids

Assignments

- A. Required readings from text
- B. Problem-solving exercises, some involving technology
- C. Small group exercises
- D. Optional project synthesizing various concepts and skills from the course content

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
- B. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
- C. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
- D. Final assessment

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
OpenStax	Algebra and Trigonometry	openstax.org	2nd ed.	
OpenStax	Calculus: Volume 1	openstax.org	1st ed.	
OpenStax	Calculus: Volume 2	openstax.org	1st ed.	
James Stewart, Daniel Clegg & Saleem Watson	Calculus: Early Transcendentals	Cengage	2021 / 9th ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Develop effective skills for modeling and solving real world applications

Develop skills needed to solve rational and polynomial inequalities, and to graph rational, polynomial, trigonometric, exponential and logarithmic functions

Develop skills needed to simplify rational, polynomial, trigonometric, exponential and logarithmic expressions

Develop skills needed to decompose rational expressions into partial fractions and to complete the square

Develop skills needed to work with antiderivatives and improper integrals

Develop skills to solve separable differential equations

CSLOs

Demonstrate sound algebraic techniques by applying proper mathematical notation to integral Calculus problems Expected SLO Performance: 0.0

Outline

Course Outline

- A. Develop effective skills for modeling and solving real world applications
 1. Devise a strategy or plan
 2. Apply precise mathematical notation to convey the thought process behind the work
 - a. Organize algebraic and arithmetic work in a logical and neat manner
 - b. Organize information, using tools such as graphs, charts, tables and diagrams
 - c. Explain each step and thought process
 3. Identify and define known and unknown quantities
 4. Apply mathematical tools to formulate a solution
 5. Communicate the solution clearly
 - a. State the solution
 - b. Interpret the results in the context of the problem
- B. Develop skills needed to solve rational and polynomial inequalities, and to graph rational, polynomial, trigonometric, exponential and logarithmic functions
 1. Graph rational and polynomial functions
 2. Solve rational and polynomial inequalities
 3. Graph trigonometric functions
 4. Graph inverse trigonometric functions
 5. Graph exponential and logarithmic functions
- C. Develop skills needed to simplify rational, polynomial, trigonometric, exponential and logarithmic expressions

1. Use and simplify trigonometric identities
 2. Simplify trigonometric expressions
 3. Rationalize denominators
 4. Explore piecewise functions and absolute value functions
- D. Develop skills needed to decompose rational expressions into partial fractions and to complete the square
1. Polynomial division
 2. Common denominators
 3. Completing the square for quadratic expressions
- E. Develop skills needed to work with antiderivatives and improper integrals
1. Notations for and properties of derivatives and differentials
 2. Chain Rule
 3. Limits, including limits involving infinity and one-sided limits
 4. Basic derivative rules; power, product, quotient, etc.
 5. Summation notation
- F. Develop skills to solve separable differential equations
1. Simplify exponential and logarithmic expressions
 2. Simplify and solve absolute value equations

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 5
- Lec Load: .076
- Seat Ct: ?
- (mkct 5/21/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

MATH D001B or MATH D01BH

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Open only to students in the Math Performance Success Program.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Any student who struggles with math is welcome in the Math Performance Success (MPS) program if they are committed to attending class and supporting their fellow students. Visit <https://www.deanza.edu/mps/> for more information.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/10/2025	Specifications	Assignments	Required	Please use correct formatting (upper case letter, number, lower case letter....	Y
4/10/2025	Specifications	Methods of Evaluation	Required	Please use correct formatting (upper case letter, number, lower case letter....	Y

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

MATHD531. : Math Performance Success Support for Precalculus I**General Information**

Faculty Initiator:	<ul style="list-style-type: none">Cheryl Balm
Attachments:	Hybrid_MATH_531_2026F.pdf ReqAdv_G_MATH_531_2026F_1.pdf
Course ID (CB01A and CB01B) :	MATHD531.
Short Course Title:	No value
Course Title (CB02) :	Math Performance Success Support for Precalculus I
Department:	MATH - Mathematics
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course is a review of the core prerequisite skills and concepts needed when studying polynomial, rational, exponential and logarithmic functions. It is intended for students who are concurrently enrolled in Precalculus I in the Math Performance Success (MPS) program.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Mathematics
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - MATHEMATICS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course designed to provide just-in-time instruction for students in the Math Performance Success (MPS) program who are studying Precalculus I.

Stand-Alone Statement

Stand-Alone Statement

This course is designed to support students taking Precalculus I in the Math Performance Success (MPS) program. While this class is a stand-alone class, it must be taken concurrently with Precalculus I, which is a transfer-level and GE-eligible course.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

No value

Course Special Class Status (CB13)

No value

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

De Anza GE - Supplemental	Area(s)	Status	Approval Date	End Date	-
2SUM	DA Support Course Math-CB26	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	60
Total Course Out-of-Class Hours	120
Total Student Learning Hours	60

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

 Status (CB10) Variable Credit Course**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	5	10
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	60
Laboratory	0
NA	0
Total	60
Course Out-of-Class Hours	
Lecture	120
Laboratory	0
NA	0
Total	120

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Quiz and examination review performed in class
 Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class

Homework and extended projects
Lecture and visual aids

Assignments

- A. Required readings from text
- B. Problem-solving exercises, some involving technology
- C. Small group exercises
- D. Optional project synthesizing various concepts and skills from the course content

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
- B. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
- C. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
- D. Final assessment

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
OpenStax	Intermediate Algebra	openstax.org	2nd ed.	
OpenStax	Precalculus	openstax.org	2nd ed.	
Larson	Precalculus with Limits	Cengage	2022 / 5th ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Explore topics related to developing effective learning skills

Develop effective skills for modeling and solving real world applications

Develop skills needed to graph functions and relations in rectangular coordinates

Develop skills needed to synthesize results from the graphs and/or equations of functions and relations

Develop skills needed to apply transformations to the graphs of functions and relations

Develop skills needed to solve equations and inequalities

CSLOs

Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Explore topics related to developing effective learning skills
 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies
 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
 3. Develop academic confidence and mathematical maturity
 4. Develop mathematical habits of mind
 - a. Interpret contextualized problems
 - b. Predict solutions
 - c. Analyze different ideas
 - d. Reflect on process and synthesis
- B. Develop effective skills for modeling and solving real world applications
 1. Devise a strategy or plan
 2. Apply precise mathematical notation to convey the thought process behind the work
 - a. Organize algebraic and arithmetic work in a logical and neat manner
 - b. Organize information, using tools such as graphs, charts, tables and diagrams
 - c. Explain each step and thought process
 3. Identify and define known and unknown quantities
 4. Apply mathematical tools to formulate a solution

5. Communicate the solution clearly
 - a. State the solution
 - b. Interpret the results in the context of the problem
- C. Develop skills needed to graph functions and relations in rectangular coordinates
 1. Practice graphing skills
 - a. Plotting points
 - b. Labelling units and scaling axes appropriate to the problem
 2. Determine and interpret features of graphs
 - a. Slope of a linear function
 - b. End behavior of a graph
 - c. Intercepts
 3. Review domain and range
 - a. Graphically
 - b. Solve for domain algebraically
 - c. Express using inequality and interval notation
 4. Investigate asymptotes
 5. Form connections between geometric notions of circles and ellipses to algebraic equations
- D. Develop skills needed to synthesize results from the graphs and/or equations of functions and relations
 1. Explore properties of graphs of linear, quadratic, radical and power functions
 2. Explore domain and range in both mathematical and real-world/practical contexts
- E. Develop skills needed to apply transformations to the graphs of functions and relations.
 1. Review arithmetic skills as they apply to real numbers and variables.
 2. Review associative, distributive and commutative properties, as they apply to real numbers and variables.
 3. Review the properties of negative numbers
 4. Explore composition of functions
- F. Develop skills needed to solve equations and inequalities
 1. Express one variable as a function of another
 2. Interpret solving an equation as reversing the order of operations
 3. Define absolute value as both the distance from zero and as a piecewise function
 4. Review inequalities
 - a. Inequalities in one variable
 - b. Ordering properties of real numbers
 - c. Graphing on a number line
 - d. Interval and inequality notation
 5. Practice simplifying expressions and solving equations
 6. Interpret equations graphically, including in the context of real-world applications
 7. Review and practice using the properties of exponents
 8. Understand the notation of logarithmic and exponential expressions

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 5
- Lec Load: .076
- Seat Ct: ?
- (mkct 5/21/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

MATH D031. or MATH D031H

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Open only to students in the Math Performance Success Program.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Any student who struggles with math is welcome in the Math Performance Success (MPS) program if they are committed to attending class and supporting their fellow students. Visit <https://www.deanza.edu/mps/> for more information.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

MATHD532. : Math Performance Success Support for Precalculus II**General Information**

Faculty Initiator:	<ul style="list-style-type: none">Cheryl Balm
Attachments:	Hybrid_MATH_532_2026F.pdf ReqAdv_G_MATH_532_2026F_1.pdf
Course ID (CB01A and CB01B) :	MATHD532.
Short Course Title:	No value
Course Title (CB02) :	Math Performance Success Support for Precalculus II
Department:	MATH - Mathematics
Effective Term:	Fall 2025
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course is a review of the core prerequisite skills and concepts needed to study the theory of trigonometric functions and their applications. It is intended for students who are concurrently enrolled in Precalculus II in the Math Performance Success (MPS) program.
Course Type (CB27) :	<ul style="list-style-type: none">Lower Division
Mode of Delivery:	<ul style="list-style-type: none">Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none">Mathematics
Discipline 2:	No value
Discipline 3:	No value
FSA:	<ul style="list-style-type: none">FHDA FSA - MATHEMATICS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a stand-alone course designed to provide just-in-time instruction for students in the Math Performance Success (MPS) program who are studying Precalculus II.

Stand-Alone Statement

Stand-Alone Statement

This course is designed to support students taking Precalculus II in the Math Performance Success (MPS) program. While this class is a stand-alone class, it must be taken concurrently with Precalculus II, which is a transfer-level and GE-eligible course.

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

No value

Course Special Class Status (CB13)

No value

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

No value

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

De Anza GE - Supplemental	Area(s)	Status	Approval Date	End Date	-
2SUM	DA Support Course Math-CB26	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	60
Total Course Out-of-Class Hours	120
Total Student Learning Hours	60

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

 Status (CB10) Variable Credit Course**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	5	10
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	60
Laboratory	0
NA	0
Total	60
Course Out-of-Class Hours	
Lecture	120
Laboratory	0
NA	0
Total	120

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Quiz and examination review performed in class
 Collaborative learning and small group exercises
 Collaborative projects
 Discussion and problem-solving performed in class

Homework and extended projects
Lecture and visual aids

Assignments

- A. Required readings from text
- B. Problem-solving exercises, some involving technology
- C. Small group exercises
- D. Optional project synthesizing various concepts and skills from the course content

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
- B. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
- C. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
- D. Final assessment

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
OpenStax	Algebra and Trigonometry	openstax.org	2nd ed.	
Larson	Precalculus with Limits	Cengage	2022 / 5th ed.	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Explore topics related to developing effective learning skills

Develop effective skills for modeling and solving real world applications

Develop skills needed for evaluating trigonometric functions using both degree and radian measure

Develop skills needed for solving oblique and right triangle problems

Develop skills needed to solve arc length and sector area problems

Develop skills needed to graph, analyze and evaluate trigonometric functions and expressions

Develop skills needed to analyze the inverse trigonometric functions

Develop skills needed to solve trigonometric equations

Develop skills needed to investigate the application of trigonometry to the polar coordinate system and 2D vectors

CSLOs

Demonstrate sound algebraic techniques by applying proper mathematical notation to trigonometric problems. Expected SLO Performance: 0.0

Outline

Course Outline

- A. Explore topics related to developing effective learning skills
 - 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies
 - 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
 - 3. Develop academic confidence and mathematical maturity
 - 4. Develop mathematical habits of mind
 - a. Interpret contextualized problems
 - b. Predict solutions
 - c. Analyze different ideas
 - d. Reflect on process and synthesis
- B. Develop effective skills for modeling and solving real world applications
 - 1. Devise a strategy or plan
 - 2. Apply precise mathematical notation to convey the thought process behind the work
 - a. Organize algebraic and arithmetic work in a logical and neat manner

- b. Organize information, using tools such as graphs, charts, tables and diagrams
 - c. Explain each step and thought process
 - 3. Identify and define known and unknown quantities
 - 4. Apply mathematical tools to formulate a solution
 - 5. Communicate the solution clearly
 - a. State the solution
 - b. Interpret the results in the context of the problem
- C. Develop skills needed for evaluating trigonometric functions using both degree and radian measure
 - 1. Reduce fractions
 - 2. Simplify square roots
 - 3. Rationalize denominators
- D. Develop skills needed for solving oblique and right triangle problems
 - 1. Review definitions and properties of right and oblique triangles
 - 2. Solve proportions
- E. Develop skills needed to solve arc length and sector area problems
 - 1. Convert between degrees to radians
 - 2. Review geometric formulas related to circles, including arc length and sector area
- F. Develop skills needed to graph, analyze and evaluate trigonometric functions and expressions
 - 1. Review composition of functions
 - 2. Review the properties of exponents
 - 3. Review other algebraic simplifications as applicable
- G. Develop skills needed to analyze the inverse trigonometric functions
 - 1. Review the difference between functions and relations
 - 2. Review the notion of domain and range and how these relate to inverse functions
 - 3. Clarify the difference between the negative one exponent (the reciprocal function) and the negative one superscript (the inverse function)
- H. Develop skills needed to solve trigonometric equations
 - 1. Review techniques of factoring
 - 2. Apply factoring to solve quadratic equations
 - 3. Solve irreducible quadratic equations using the quadratic formula.
- I. Develop skills needed to investigate the application of trigonometry to the polar coordinate system and 2D vectors
 - 1. Review the notion of distance from the origin in two dimensions.
 - 2. Review the Cartesian coordinate system and uniqueness of Cartesian coordinates
 - 3. Review absolute value

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 5
- Lec Load: .076
- Seat Ct: ?
- (mkct 5/21/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

MATH D032. or MATH D032H

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

Open only to students in the Math Performance Success Program.

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit, stand-alone course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

No Value

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

Any student who struggles with math is welcome in the Math Performance Success (MPS) program if they are committed to attending class and supporting their fellow students. Visit <https://www.deanza.edu/mps/> for more information.

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

MUSID005. : Music for Video Games and Film: History and Culture**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> Cyril Deaconoff
Attachments:	UCTransferable_MUSI_5_2026F.pdf LowerDivision_MUSI_5_2026F.pdf AA_Music_MUSI_5_2026F.pdf
Course ID (CB01A and CB01B) :	MUSID005.
Short Course Title:	No value
Course Title (CB02) :	Music for Video Games and Film: History and Culture
Department:	MUSI - Music
Effective Term:	Fall 2026
TOP Code (CB03) :	(1599.00) Other Humanities
CIP Code:	(24.0199) Liberal Arts and Sciences, General Studies and Humanities, Other.
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>This course is where the students will learn historical and cultural connections of video game and film soundtracks from Asian, European, North and South American countries. Examples include soundtracks for specific games and films such as Ghost of Tsushima, Crouching Tiger, Dunkirk, Assassin's Creed, Troy. Topics will include specific ethnic themes and instruments used in these video games and film soundtracks and how cultural connections are revealed and emphasized in each of the examples mentioned above. Attention will also be given to the use of Western symphony orchestra in these soundtracks. This class is open to all students regardless of major. In addition to covering the history of film and video game music, this course will cover the aesthetics and tools of media music, as well as basics of the criticism for film and video game music. This will be covered in order to be consistent with the GE expectations</p>
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> In person ONLY
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Music
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - MUSIC

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a CSU and UC transferrable course. This course fulfills a GE requirement for De Anza and Cal-GETC. This course will be applicable to AA degree in Music. This course provides students with vital understanding of cultural and historic connections present in music for media.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

No

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

No

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Pending

De Anza GE	Area(s)	Status	Approval Date	End Date	-
2G3X	De Anza GE Area 3 - Arts and Humanities	Pending	No value	No value	No - defined.

Cal-GETC	Area(s)	Status	Approval Date	End Date	-
CA3A	Cal-GETC Area 3A - Arts	Pending	No value	No value	No - defined.

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

Yes

If yes, identify the lower-division UC course and campus.

MUSIC 45 (UC Irvine)

Will the course fulfill a UC/CSU lower-division major requirement?

Yes

If yes, identify the UC/CSU campus, course and major.

UCI Music Major

Units and Hours

Summary

Minimum Credit Units	4
Maximum Credit Units	4
Total Course In-Class (Contact) Hours	48
Total Course Out-of-Class Hours	96
Total Student Learning Hours	144

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

 Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	4	8
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Course Out-of-Class Hours

Lecture	96
Laboratory	0
NA	0
Total	96

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications**Methods of Instruction****Methods of Instruction**

Methods of Instruction

Methods of Instruction

Lecture and visual aids
 Discussion of assigned reading
 In-class exploration of Internet sites
 Guest speakers
 Collaborative projects

Discussion and problem solving performed in class
Homework and extended projects

Assignments

- A. Examples of assignments:
- B. Read a chapter from the textbook
- C. Listen to soundtracks to identify and describe the works of noted composers, such as, for example, Hans Zimmer
- D. Describe ethnic instruments used in the soundtracks of noted video games such as, for example, Ghost of Tsushima

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Written reports on class presentations including synopsis and summary of speaker's opinions and point of view. Evaluation of paper based on clarity of summary and understanding of game/film studio philosophy.
- B. Write and present a final project with qualitative evaluation of game and film soundtracks, outlines of how demo recordings, press kits, websites and social media are produced.
- C. Final exam where students demonstrate accumulated knowledge of film and game soundtracks, record deals, and concert promotion.
- D. Regular and effective participation in classroom discussions.

Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Michel Chion	Music in Cinema (Film and culture series)	Columbia University Press	October 12, 2021	0231198892
William Gibbons, Mark Grimshaw-Aagard	The Oxford Handbook of Video Games Music and Sound	Oxford University Press	2024	9780197556191

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Develop knowledge of early film soundtracks

Analyze post-war film music

Develop knowledge of film music in the post-studio system era

Analyze early video game soundtracks

Compare the expansion of video game soundtracks

Compare video game soundtracks outside the United States

Define the cultural significance of instruments used in the video game industry

CSLOs

Demonstrate comprehension of the concepts of history and folk culture in film and video games.

Expected SLO Performance: 0.0

Demonstrate knowledge of ethnic instruments used in films and video games in Asian, European and North and South American countries

Expected SLO Performance: 0.0

Outline

Course Outline

- A. Develop knowledge of aesthetics and tools in media music:
 - 1. Contextual tools - to establish time and place
 - 2. Psychological and emotional tools: to establish mood and psychological atmosphere
 - 3. To establish musical symbols of unity and coherence (often via technique of the leitmotif)
 - 4. To underscore physical action or movement, to speed it up or slow it down
 - 5. To accent. a moment with silence
- B. Develop knowledge of early film soundtracks
 - 1. In the United States
 - 2. In Europe
- C. Analyze post-war film music
 - 1. Symphonic orchestral music
 - 2. Other forms of music
- D. Develop knowledge of film music in the post-studio system era
 - 1. In the 1960s
 - 2. In the 1970s through to the present
- E. Analyze early video game soundtracks
 - 1. In the United States
 - 2. Outside of the United States
- F. Compare the expansion of video game soundtracks

1. In the 1980s
2. In the 1990s

G. Compare video game soundtracks outside the United States

1. In China
2. In Japan
3. In Korea
4. In Europe

H. Define the cultural significance of instruments used in the video game industry

1. In Asia
2. In Europe
3. In the United States

I. Develop knowledge of film and video game music criticism through the following resources

1. Film music review: fmrev.com
2. Video game music : GANG (Game Audio Network Guild)
3. Journal of Sound and Music in Games (University of California Press)

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 4
- Lec Hrs: 4
- Lec Load: .089
- Seat Ct: 40
- (mkct 5/27/25)

Req/Adv**Prerequisite(s):**

No Value

Corequisite(s):

No Value

Advisory(ies):

No Value

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- (See general education pages for the requirements this course meets.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

No Value

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

No Value

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

This course does not have a pre-requisite

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline G: Compare video game soundtracks outside the United States, China, In Japan, In Korea, In Europe

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Methods of Evaluation 2: Present a final project with qualitative evaluation of game and film soundtracks, outlines of how demo recordings, press kits, websites and social media are produced. Methods if Evaluation 1: Write reports on class presentations including synopsis and summary of speaker's opinions and point of view. Methods of Evaluation 4: Regular and effective participation in classroom discussions.

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline I: Develop knowledge of film and video game music criticism through the following resources: 1. Film music review: fmrev.com 2. Video game music : GANG (Game Audio Network Guild) 3. Journal of Sound and Music in Games (University. of California Press)

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline G: Compare and contrast video game soundtracks outside the United States, China, In Japan, In Korea, In Europe

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Outline E and F: Analyze early video game soundtracks In the United States and outside of the United States. Compare the expansion of video game soundtracks n the 1980s and the 1990s

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.)

Assignments: Describe ethnic instruments used in the soundtracks of noted video games such as, for example, Ghost of Tsushima

Comments

Stage 2: Department Chair

Textbooks have been adjusted.
For Program requirements, this course should go with List A
For mode of delivery, this course is Live (fully in person)

Stage 3: Division Curriculum Representative

Hi Cyril (Elizabeth here): Please complete the following tasks:
1. Under Specifications: Complete the Methods of Evaluation. These should correspond to your assignments.

2. Under Learning Outcomes, Course Objectives: Add course objectives. These should be the same as the course outline.
3. Under Learning Outcomes, CSLOs: Add CSLOs.
4. Under Learning Outcomes, Course Outline: Each item in course outline should begin with a verb from Blooms taxonomy. See p. 31 in the De Anza College curriculum handbook for suggestions.
5. Under General Education Form: Choose one of your assignments or methods of evaluation to cut and paste under one (ONLY ONE) of the criteria listed here.

Hi Elizabeth, all requests completed (Cyril Deaconoff)

May 2, 2025:

Hi Cyril--there are still a few areas of the new course that need to be more thoroughly developed. I recommend finding an already-established course outline in your department and using it as an example in the following areas.

1. The Methods of Instruction and Methods of Evaluation appear to be underdeveloped. Usually there are three to five methods listed in each category. Use the "drop down" bars.
2. The Assignment section appears to be tailored to very specific examples. Consider modifying them to be more general. For example consider modifying "Listen the soundtrack for Dunkirk and describe the orchestral piece quoted by Hans Zimmer" to something like this: "Listen to soundtracks to identify and describe the works of noted composers"
3. There are no Course Objectives listed. These should match the Course Outline. Please see my separate email about the Course Outline.

4. List the CLSOs.

Thank you Elizabeth. All your requests have been completed - I hope eLumen keeps them. Cyril (May 4)

May 6 (Elizabeth here):

The "Course Outline" and the "Course Objectives" must mirror each other. The Course Outline simply has more detail. As such, use the following seven items as "Course Objectives," replacing the three objectives you have listed:

Develop knowledge of early film soundtracks

Analyze post-war film music

Develop knowledge of film music in the post-studio system era

Analyze early video game soundtracks

Compare the expansion of video game soundtracks

Compare video game soundtracks outside the United States

Define the cultural significance of instruments used in the video game industry

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
05/18/25	Basic Course Information	Proposal Details (Attachments)	Required	Need to upload a copy of the course description of UC Irvine's MUSIC 45, since that was the course you listed as comparable	
05/18/25	Basic Course Information	Proposal Details (Attachments)	Required	Need to upload a copy of the ASSIST sheet showing that a UC or CSU requires a comparable course for the lower-division major requirement. CSUN's MUS 108 is not a major requirement, but UC Irvine's MUSIC 45 is listed for their baccalaureate degree in Music on assist.org	
05/18/25	Basic Course Information	Course Description	Suggested	The course description talks primarily about the cultural significance of film and video game scores. You used CSUN's MUS 108 and UCI's MUSIC 45 as comparable courses, but neither one of those courses focuses greatly on cultural differences in film scores/video game soundtracks. Does this course focus on the cultural significance of the works? Or does it focus on the aesthetic qualities of music and analysis of the historical trends and emotional impact of scores in film and video games? Are you planning to have me submit this for Area 3A: Arts GE on the Cal-GETC? If so, you may want to add a bit more depth to the course outline	
05/18/25	Learning Objectives and Outline	Course Learning Objectives and Course Outline	Suggested	GE Courses focus on history, theory, aesthetics, and criticism. The history of the soundtracks is evident, but there is little mention of theory, aesthetics, or criticism prevalent in your outline. If you do not want to submit for Area 3A, you are welcome to ignore this,	

Stage 10: De Anza General Education

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
5/22/2025	De Anza GE Form	Criteria 2	Required	Need to include three parts here: 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.) Re-format: Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.	
5/22/2025	De Anza GE Form	ALL (Criteria 1 to 6)	Required	Such as: Criteria 1 (From JAPN 5): Outline A: Identify, compare and contrast what the grammatical and pragmatic differences between Japanese and English serve for the speakers' thoughts and demonstrate usage of second quarter Intermediate level language functions.	

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

RESTD062. : Real Estate Licensing Exam Preparation

General Information

Faculty Initiator:	<ul style="list-style-type: none"> Amber Hatter
Attachments:	COA_RealEstate_REST_62_2026F.pdf Hybrid_REST_62_2026F_.pdf Online_REST_62_2026F_.pdf ReqAdv_G_REST_62_2026F_1.pdf
Course ID (CB01A and CB01B) :	RESTD062.
Short Course Title:	No value
Course Title (CB02) :	Real Estate Licensing Exam Preparation
Department:	REST - Real Estate
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	<p>This course prepares students for success on the California Real Estate Salesperson Exam by covering topics including property ownership, agency relationships, contracts, financing, and real estate laws. Students will gain a thorough understanding of California-specific regulations and practices while mastering essential concepts such as disclosures, valuations, and fair housing laws. The course includes practice exams and test-taking strategies to build confidence when taking the DRE exam. Perfect for aspiring real estate professionals, this course provides everything needed to help students pass the exam and launch a successful career in real estate.</p>
Course Type (CB27) :	<ul style="list-style-type: none"> Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> Online Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> Real Estate
Discipline 2:	No value
Discipline 3:	No value

FSA:

- FHDA FSA - REAL ESTATE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a CTE, CSU, Transferable course. This course belongs on the certificate in real estate. It prepares students for the California State licensing examination.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	3
Maximum Credit Units	3
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	108

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

In Class

Out of Class

Course Student Hours

Course Duration (Weeks)

12

Lecture Hours	3	6	Hours per unit divisor	36
Laboratory Hours	0	0	Course In-Class (Contact) Hours	
NA Hours	0	0	Lecture	36
			Laboratory	0
			NA	0
			Total	36
			Course Out-of-Class Hours	
			Lecture	72
			Laboratory	0
			NA	0
			Total	72

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Units and Hours: Profile Name

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	0
Total Course Out-of-Class Hours	0
Total Student Learning Hours	0
Faculty Load	0

Detail

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	0	0
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	0

Laboratory	0
NA	0
Total	0

Course Out-of-Class Hours

Lecture	0
Laboratory	0
NA	0
Total	0

Time Commitment Notes for Students

No Value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: Profile Name - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Visual Aids Lecture/Discussion Distance Education Sample State test questions

Assignments

- A. Required reading from text
- B. Practice assessments
 1. Complete independent study exam on Real Estate Property Ownership and Land Use Controls and Regulations.
 2. Complete independent study exam on Real Estate Practice and Property Transfer.
 3. Complete independent study exam on Real Estate Contracts, Real Estate Law, Real Estate Finance and Valuation and Appraisal.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

- A. Objective assessments to evaluate mastery of topics covered in the CA State Exam
1. Quizzes/Tests/Exams
 2. Final Examination

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- None

Essential College Facilities:

- None

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Walter Roy Huber	How To Pass The California R.E. Exam 9th - The Interactive Edition.	Educational Textbook Company	2023 / 9e	eISBN 978-16-2684-109-3

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Identify and explain the legal implications of different types of property ownership structures.

Apply land use controls to real-world scenarios involving property development.

Recall and apply regulatory requirements to ensure compliance in real estate practices.

Explain the role and regulatory framework of mineral oil and gas brokers in real estate transactions.

Apply fair housing laws to prevent discriminatory practices in real estate transactions.

Analyze the legal implications of agency relationships in real estate transactions.

Apply valuation methods to estimate property values in real-world scenarios.

Evaluate the impact of economic factors on real estate financing options.

Explain the legal process of transferring real property through various methods.

Apply disclosure requirements to ensure compliance in real estate transactions.

Draft a real estate contract that includes all necessary legal elements and protections.

CSLOs

Demonstrate knowledge of key concepts required for the California Real Estate License Exam, including property ownership, agency relationships, contracts, financing, and real estate laws.

Expected SLO Performance: 0.75

Differentiate between various real estate contracts.

Expected SLO Performance: 0.75

Outline

Course Outline

- A. Identify and explain the legal implications of different types of property ownership structures.
 1. Property Ownership
 - a. Ownership in severalty
 - b. Concurrent Ownership
- B. Apply land use controls to real-world scenarios involving property development.
 1. Land Use Controls
 - a. CC&Rs
 - b. Subdivision Regulation
 - c. Environmental Law
- C. Recall and apply regulatory requirements to ensure compliance in real estate practices.
 1. Regulations
 - a. Activities requiring a license
 - b. License Requirements
 - c. Grounds for Disciplinary Action
- D. Explain the role and regulatory framework of mineral oil and gas brokers in real estate transactions.
 1. Mineral Oil & Gas Brokers
- E. Apply fair housing laws to prevent discriminatory practices in real estate transactions.
 1. Fair Housing
- F. Analyze the legal implications of agency relationships in real estate transactions.
 1. Laws of Agency
 - a. Agents and Agency defined
 - b. Types of Agents
 - c. Creation of Agency
 - d. Authority of Agents
 - e. Duties of Agents
 - f. Liability (respondent superior)

- g. Termination
- G. Apply valuation methods to estimate property values in real-world scenarios.
 - 1. Valuation and Market Analysis
 - a. Essential Elements of Value
 - b. The Appraisal Process
 - c. Methods of Appraisal
- H. Evaluate the impact of economic factors on real estate financing options.
 - 1. Financing
 - a. The Economics of Real Estate Finance
 - b. Real Estate Cycles
 - c. Interest Rates and Federal Policy
- I. Explain the legal process of transferring real property through various methods.
 - 1. Transfer of Real Property
 - a. Alienation
 - b. Patents, Deeds, Wills
 - c. Dedication
 - d. Intestate Succession
 - e. Escheat
 - f. Eminent Domain & Condemnation
- J. Apply disclosure requirements to ensure compliance in real estate transactions.
 - 1. Practice of Real Estate and Mandated Disclosures
 - a. Agency Disclosure
 - b. Principal Disclosure, TDS
 - c. Material Facts
- K. Draft a real estate contract that includes all necessary legal elements and protections.
 - 1. Contracts
 - a. Essential Elements
 - b. Broker Salesperson Agreements
 - c. Express, Executory, Bilateral
 - d. Option Agreements

Blue Form

For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.

No Value

1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

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No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 3
- Lec Hrs: 3
- Lec Load: .067
- Seat Ct: 40
- (mkct 5/27/25)

Req/Adv

Prerequisite(s):

REST D050. or REST D350.

Corequisite(s):

No Value

Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
- Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

Explain how a lender qualifies a borrower and the property in making a real estate loan. Review, recognize, compare and contrast methods of holding title to real estate in California.

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

Discuss and explain creative financing and explain the nature of construction lending.

Objective 9: Demonstrate appropriate grammar usage and mechanics.

Define, compare, contrast, and evaluate the different leases used in real estate investment property. Review, recognize, compare and contrast the different methods for taking title to real property in California.

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

Recognize, compare and contrast alternative mortgage instruments. Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

The requisite course REST 50/350 does not fall into an A-F Matrix.

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

Well done.

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit
4/22/2025 & 4/25/2025	Learning Outcomes	CSLO	Required	The Student Learning Outcome is to be a skill that the student acquires. "Utilize study methods and question drilling to help pass the DRE exam" is an activity. According to course description, course justification and objectives, the students are mastering knowledge of Real Estate issues. Suggestion: "Demonstrate knowledge of key concepts required for the California Real Estate Salesperson Exam, including property ownership, agency relationships, contracts, financing, and real estate laws." Please feel free to make an appointment to discuss this. Please send the invite. The second CSLO is fine.

Y

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/20/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please mention DSPS services available to students in question #12.	Y
5/23/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Online Course Delivery Request	Required	-Please mention DSPS services available to students in question #12.	Y

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO**Sort ID (00 < 10; 0 < 100)**

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

RESTD362. : Real Estate Licensing Exam Preparation**General Information**

Faculty Initiator:	<ul style="list-style-type: none"> • Mi Chang • Hatter, Amber
Attachments:	<p>COCL_RealEstate_REST_362_2026F.pdf</p> <p>Hybrid_REST_362_2026F.pdf</p> <p>Online_REST_362_2026F.pdf</p> <p>ReqAdv_G_REST_362_2026F.pdf</p>
Course ID (CB01A and CB01B) :	RESTD362.
Short Course Title:	No value
Course Title (CB02) :	Real Estate Licensing Exam Preparation
Department:	REST - Real Estate
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course prepares students for success on the California Real Estate Salesperson Exam by covering topics including property ownership, agency relationships, contracts, financing, and real estate laws. Students will gain a thorough understanding of California-specific regulations and practices while mastering essential concepts such as disclosures, valuations, and fair housing laws. The course includes practice exams and test-taking strategies to build confidence when taking the DRE exam. Perfect for aspiring real estate professionals, this course provides everything needed to help students pass the exam and launch a successful career in real estate.
Course Type (CB27) :	<ul style="list-style-type: none"> • Lower Division
Mode of Delivery:	<ul style="list-style-type: none"> • Online • Hybrid
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	<ul style="list-style-type: none"> • Real Estate
Discipline 2:	No value

Discipline 3:

No value

FSA:

- FHDA FSA - REAL ESTATE

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a non-credit enhanced, CTE course. It belongs on the Certificate of Completion in Real Estate Salesperson. It prepares students for the California State licensing examination.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

(No limit on student re-enrollment for 0 unit courses.)

Course Support Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

If yes, identify the lower-division UC course and campus.

No Value

Will the course fulfill a UC/CSU lower-division major requirement?

No

If yes, identify the UC/CSU campus, course and major.

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36

Course In-Class (Contact) Hours

Lecture	36
Laboratory	0
NA	0
Total	36

Course Out-of-Class Hours

Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction

Methods of Instruction	Visual Aids Lecture/Discussion Distance Education Sample State test questions
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Assignments

- A. Required reading from text
- B. Practice assessments
 1. Complete independent study exam on Real Estate Property Ownership and Land Use Controls and Regulations.
 2. Complete independent study exam on Real Estate Practice and Property Transfer.
 3. Complete independent study exam on Real Estate Contracts, Real Estate Law, Real Estate Finance and Valuation and Appraisal.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Objective assessments to evaluate mastery of topics covered in the CA State Exam

1. Quizzes/Tests/Exams
2. Final Examination

Essential Student Materials/Essential College Facilities**Essential Student Materials:**

- None

Essential College Facilities:

- None

Examples of Primary Texts and References**Author****Title****Publisher****Date/Edition****ISBN**

Walter Roy Huber

How To Pass The California
R.E.Exam 9th - The
InteractiveEdition.

EducationalTextbook
Company

2023 / 9e

eISBN 978-16-
2684-109-3

Suggested Reading List

No Value

Learning Outcomes**Course Objectives**

Apply land use controls to real-world scenarios involving property development.

Recall and apply regulatory requirements to ensure compliance in real estate practices.

Explain the role and regulatory framework of mineral oil and gas brokers in real estate transactions.

Apply fair housing laws to prevent discriminatory practices in real estate transactions.

Analyze the legal implications of agency relationships in real estate transactions.

Apply valuation methods to estimate property values in real-world scenarios.

Evaluate the impact of economic factors on real estate financing options.

Explain the legal process of transferring real property through various methods.

Apply disclosure requirements to ensure compliance in real estate transactions.

Draft a real estate contract that includes all necessary legal elements and protections.

Utilize study methods and question drilling to help pass the DRE exam

Identify and explain the legal implications of different types of property ownership structures.

CSLOs

Demonstrate knowledge of key concepts required for the California Real Estate License Exam, including property ownership, agency relationships, contracts, financing, and real estate license laws.

Expected SLO Performance: 0.75

Differentiate between various real estate contracts.

Expected SLO Performance: 0.75

Outline

Course Outline

- A. Identify and explain the legal implications of different types of property ownership structures.
 - 1. Property Ownership
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 - b. Concurrent Ownership
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- G. Apply valuation methods to estimate property values in real-world scenarios.
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 - b. The Appraisal Process
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 - a. The Economics of Real Estate Finance
 - b. Real Estate Cycles
 - c. Interest Rates and Federal Policy
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 - b. Principal Disclosure, TDS
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1. Is the unit(s) change required for articulation?

No Value

2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

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No Value

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No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

- Units: 0
- Lec Hrs: 3
- Lec Load: 0
- Seat Count: 0
- (mkct 6/4/25)

Req/Adv

Prerequisite(s):

REST D050. or REST D350.

Corequisite(s):

No Value

Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
- Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

- NONCREDIT: (This is a noncredit enhanced, CTE course.)

General Course Statement(s) - Other:

No Value

A-Matrix Form

EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.

No Value

Objective 4: Create syntactically varied sentences that are free of mechanical errors.

No Value

Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.

No Value

B-Matrix Form

ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

No Value

Objective 2: Develop analytical ideas and topics for essays.

Explain how a lender qualifies a borrower and the property in making a real estate loan. Review, recognize, compare and contrast methods of holding title to real estate in California.

Objective 3: Compose and support thesis statements for analytical essays.

No Value

Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.

No Value

Objective 5: Identify and practice writing for different audiences and purposes.

No Value

Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.

No Value

Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

No Value

Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.

Discuss and explain creative financing and explain the nature of construction lending.

Objective 9: Demonstrate appropriate grammar usage and mechanics.

Define, compare, contrast, and evaluate the different leases used in real estate investment property. Review, recognize, compare and contrast the different methods for taking title to real property in California.

C-Matrix Form

ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.

No Value

Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.

No Value

Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.

No Value

Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.

No Value

Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.

No Value

D-Matrix Form

Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

No Value

Objective 2: Investigate the use of mathematics in real world.

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

Objective 5: Use systems of two linear equations to solve real world problems.

No Value

Objective 6: Use linear inequalities in one variable to solve real world problems.

No Value

Objective 7: Examine exponential expressions and develop exponential function models.

No Value

Objective 8: Examine logarithmic expressions and develop logarithmic function models.

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

Illustrate how a loan is discounted and explain how the secondary market is involved in the discount.

Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.

No Value

Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.

No Value

Objective 4: Develop linear function models to solve problems.

No Value

Objective 5: Use systems of two linear equations to solve real-world problems.

No Value

Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

Recognize, compare and contrast alternative mortgage instruments. Recognize, compare and contrast primary lending problems and identify lender/borrower rights in dealing with these issues.

Objective 9: Explore arithmetic sequences and series.

No Value

Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

F-Matrix Form

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.

No Value

Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

No Value

Objective 3: Apply the order of operations to evaluate signed numerical expressions.

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

Objective 5: Explore the characteristics and properties of real numbers.

No Value

Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.

No Value

Objective 7: Explore rates and ratios and use proportions to solve problems.

No Value

Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.

No Value

Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.

No Value

Objective 10: Solve linear equations in one variable numerically and algebraically.

No Value

Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.

No Value

Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

G-Matrix Form

If the requisite does not fall under an A-F Matrix and is being removed, provide an explanation as to why.

The requisite course REST 50/350 does not fall into an A-F Matrix.

If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.

No Value

H-Matrix Form

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

De Anza GE Form

Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/22/2025	Learning Outcomes	CSLO	Required	The Student Learning Outcome is to be a skill that the student acquires. "Utilize study methods and question drilling to help pass the DRE exam" is an activity. Suggestion: "Demonstrate knowledge of key concepts required for the California Real Estate Salesperson Exam, including property ownership, agency relationships, contracts, financing, and real estate laws."	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
4/25/2025	Learning Outcomes	CSLO	Required	The Student Learning Outcome is to be a skill that the student acquires. "Utilize study methods and question drilling to help pass the DRE exam" is an activity. Suggestion: "Demonstrate knowledge of key concepts required for the California Real Estate Salesperson Exam, including property ownership, agency relationships, contracts, financing, and real estate laws."	Y

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/20/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid and Online Course Delivery Request	Required	-Please mention DSPS services available to students in question #12.	Y
5/23/25		Basic Information - Proposal Details – Attachments: Online Course Delivery Request	Required	-Please mention DSPS services available to students in question #12.	Y

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Change Report
 06/04/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 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.
B-Matrix Form	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

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
Comments	Stage 8: Dean of Online Learning
Comments	Stage 10: De Anza General Education

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	<ul style="list-style-type: none"> Mi Chang 	<ul style="list-style-type: none"> Steve Nava Roy, Jayanti Singh, Sukhjot

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	SOCD005.	SOCD005.
	Course Control Number	CCC000269118	CCC000269118
	Course Title (CB02)	Sociology of Globalization and Social Change	Sociology of Globalization and Social Change
	Short Course Title	SOCIOLOGY: GLOBAL&SOCIAL CHANG	SOCIOLOGY: GLOBAL&SOCIAL CHANG
	TOP Code (CB03)	2208.00	2208.00 Sociology
	CIP Code	Sociology.	45.1101 Sociology.
	Department	SOC - Sociology	SOC - Sociology
!	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
!	Course Description	An introduction to the sociological study of globalization and other forms of social change. Macrosociological analysis of economic, political, military, cultural, technological, and environmental aspects of globalization; history of globalization, European colonialism and decolonization processes; impact of multinational corporations and global political and financial institutions, and social movements from cross-cultural and global perspectives.	An <u>The course is an</u> introduction to the sociological study of globalization and other forms of social change. Macrosociological analysis of economic, political, military, cultural, technological, and environmental aspects of globalization ; <u>globalization are also covered</u> . This course <u>examines the</u> history of globalization, European colonialism and <u>colonialism, the</u> decolonization processes ; <u>processes, the</u> impact of multinational corporations and global political and financial institutions, and social movements from cross-cultural and global perspectives.
	Course Type (CB27)	<ul style="list-style-type: none"> Lower Division 	<ul style="list-style-type: none"> Lower Division
!	Mode of Delivery	No value	<ul style="list-style-type: none"> Online Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	<ul style="list-style-type: none">Sociology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	<ul style="list-style-type: none">FHDA FSA - SOCIOLOGY

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	<p>This course is a major preparation requirement in the discipline of Sociology for at least one CSU or UC. This course meets a general education requirement for De Anza and Cal-GETC. This course also fulfills a requirement for the AA Degree for Transfer in Sociology. This class provides a focus on globalization, which allows students to see how a sociological perspective on globalization differs from political or economic perspectives. This is a cross-listed course.</p>	<p>This course is a major preparation requirement in the discipline of Sociology for at least one CSU or UC. This course meets a general education requirement for De Anza and Cal-GETC. This course also fulfills a requirement for the AA Degree for Transfer in Sociology. This class provides a focus on globalization, which allows students to see how a sociological perspective on globalization differs from political or economic perspectives. This is a cross-listed course.</p>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
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	Stand-Alone Statement	No value	
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Course Philosophy

Changed	Field	Current Version	Proposed Version
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	Course Philosophy	No value	
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CTE Course

Changed	Field	Current Version	Proposed Version
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	Is this a CTE (Career Technical Education) course?	No	No
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Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
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	Is this an honors/non-honors course?	No	No
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Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
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	Is this a mirrored credit/noncredit course?	No	No
--	--	----	----

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	Yes - complete the cross-listed form	Yes - complete the cross-listed form

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement			
Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program****Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** CSU GE**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Cal-GETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** Cal-GETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**Associated Program** IGETC**Award Type** Certificate of Achievement-Advanced (COA-A)**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)**Associated Program** Leadership and Social Change (In Development)**Award Type** Certificate of Achievement (COA)**Associated Program** Leadership and Social Change (In Development)**Award Type** Certificate of Achievement (COA)

Changed Field

Current Version

Proposed Version

<p>Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)</p>	<p>Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)</p>
<p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)</p>	<p>Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis)</p>
<p>Award Type Associate in Arts (A.A.) Degree</p>	<p>Award Type Associate in Arts (A.A.) Degree</p>
<p>Associated Program Political Science for Transfer</p>	<p>Associated Program Political Science for Transfer</p>
<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Political Science for Transfer</p>	<p>Associated Program Political Science for Transfer</p>
<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Social Justice Studies: General Studies for Transfer</p>	<p>Associated Program Social Justice Studies: General Studies for Transfer</p>
<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>	<p>Award Type Associate in Arts for Transfer (A.A.-T.) Degree</p>
<p>Associated Program Social Justice Studies: General Studies for Transfer (In Development)</p>	<p>Associated Program Social Justice Studies: General Studies for Transfer (In Development)</p>

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 Sociology for Transfer

Associated Program Sociology 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 Sociology for Transfer

Associated Program Sociology for Transfer

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options**Changed****Field****Current Version****Proposed Version**

Transfer Status (CB05)

Transferable to both UC and CSU

Transferable to both UC and CSU

Course General Education Status (CB25)

Y

Y

Transfer Status

Approved

Approved

Changed	Field	Current Version	Proposed Version
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GE Information

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA4X - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA4X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G4X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G4X - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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Lecture Hours - In Class

4

4

Lecture Hours - Out of Class

8

8

Laboratory Hours - In Class

0

0

Laboratory Hours - Out of Class

0

0

NA Hours - In Class

0

0

NA Hours - Out of Class

0

0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
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	Total - Course In-Class (Contact) Hours	48	48
--	--	----	----

	Total - Course Out-of-Class Hours	96	96
--	--	----	----

	Total Credit Units - Minimum Credit Units	4	4
--	--	---	---

	Total Credit Units - Maximum Credit Units	4	4
--	--	---	---

Speciality Hours

Changed	Field	Current Version	Proposed Version
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	Speciality Hours	No value	No value
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Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
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	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
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	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
--	------------------------------------	----------------------------	----------------------------

	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
--	--	----------------	----------------

	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
--	---------------------------------------	-----------------	-----------------

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
In-class essays
In-class exploration of Internet sites
Quiz and examination review performed in class
Field observation and field trips
Homework and extended projects
Guest speakers
Collaborative learning and small group exercises
Collaborative projects

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
In-class essays
In-class exploration of Internet sites
Quiz and examination review performed in class
Field observation and field trips
Homework and extended projects
Guest speakers
Collaborative learning and small group exercises
Collaborative projects

Assignments

1. Reading

1. Assigned readings from sociological, historical, political, economic, environmental, and cultural studies texts, which focus on globalization and related topics in the study of social change.
2. Supplementary texts for use in research paper concerning specific or related research subjects or methods.

2. Writing

1. Students will complete written and/or multiple-choice exams, taken in class, and a research paper, based on library or original research.
2. Other writing will include preparations for class presentations, reactions to films, extra credit analyses of books, conferences, speeches or relevant events.
3. Project-based writing featuring interviews, field work or scholarly research

3. Oral Communication

1. Preparation of course material for small group discussions of assigned topics
2. Oral presentations related to course projects

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1. Assigned readings from sociological, historical, political, economic, environmental, and cultural studies texts, which focus on globalization and related topics in the study of social change.
2. Supplementary texts for use in research paper concerning specific or related research subjects or methods.

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2. Other writing will include preparations for class presentations, reactions to films, extra credit analyses of books, conferences, speeches or relevant events.
3. Project-based writing featuring interviews, field work or scholarly research

3. Oral Communication

1. Preparation of course material for small group discussions of assigned topics
2. Oral presentations related to course projects

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. Essay and/or multiple-choice exams and a final exam which measure the students understanding of key course content, readings, lectures, presentations by speakers, and films evaluated based on demonstrated mastery of course objectives
2. Student participation through verbal comments and questions in class, class presentations, and group discussions evaluated based on demonstrated mastery of course objectives
3. Research project(s), which will demonstrate grasp of sociological research methodology, theoretical frame and content, documentation

**Methods
of
Evaluation**

1. Essay and/or multiple-choice exams and a final exam which measure the students understanding of key course content, readings, lectures, presentations by speakers, and films evaluated based on demonstrated mastery of course objectives
2. Student participation through verbal comments and questions in class, class presentations, and group discussions evaluated based on demonstrated mastery of course objectives
3. Research project(s), which will demonstrate grasp of sociological research methodology, theoretical frame and content, documentation

Changed Field**Current Version****Proposed Version**

of sources,
evaluated
based on
demonstrated
mastery of
course
objectives

of sources,
evaluated
based on
demonstrated
mastery of
course
objectives



**Essential Student
Materials/Essential
College Facilities**

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None



Examples of Primary Texts and References

Title	No value
Author	Eitzen, Stanley & Maxine Baca Zinn. 2013. Globalization: The Transformation of Social Worlds, 3rd ed. Belmont, CA: Wadsworth.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lechner, F.J. & J. Boli. 2014. Globalization: A Reader, 5th ed. Hoboken, NJ: Wiley_Blackwell.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Martell, L. 2017. The Sociology of Globalization, 2nd ed. Boston, MA: Polity.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Social Problems
Author	Eitzen, Stanley. D , Smith, Kelly Eitzen & Zinn, Maxine Baca
Publisher	Pearson
Date/Edition	15th edition, June 9, 2024
ISBN	9780137991020

Title	Globalisation in Transition: Human and Economic Perspectives
Author	Ghori, Umair & Hiscock, Mary & Parsons, Louise
Publisher	Springer
Date/Edition	July 2, 2023
ISBN	978-9819924387

Title	Global Problems, Global Solutions: Prospects for a Better World
Author	Chirico, A. JoAnn
Publisher	SAGE Publications, Inc
Date/Edition	April 10, 2024
ISBN	978-1071902226

Title	Globalization in the 21st Century
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Changed Field**Current Version****Proposed Version**

Title	No value
Author	Schaeffer. R.K. 2016. Understanding Globalization: The Social Consequences of Political, Economic and Environmental Change, 5th ed. Lanham, MD: Rowman & Littlefield.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Smallman, Shawn & Kimberly Brown. 2015. Introduction to International and Global Studies, 2nd ed. Chapel Hill, NC: University of North Carolina Press.
Publisher	No value
Date/Edition	No value
ISBN	No value

Author	Manfred B. Singer
Publisher	Maryland: Rowman and Littlefield
Date/Edition	2024
ISBN	978-1-5381-7974-1

Title	Globalizing Women: Transnational Feminist Networks
Author	Moghadam, M. Valentine
Publisher	Maryland: Johns Hopkins University Press
Date/Edition	February 10, 2021
ISBN	978-1421442815

Title	Sociology, Work, and Organisations A Global Context
Author	Brian McDonough and Jane Parry
Publisher	London: Routledge
Date/Edition	2024
ISBN	9781032323862



Suggested Reading List

No value

Reading List Amin, Samir. 2014. Capitalism in the Age of Globalization. London: Zed Press.

May include, but are not limited to

Reading List Appadurai, Arjun. 1996. Modernity at Large: Cultural Dimensions of Globalization. Minneapolis, MN: University of Minnesota Press.

May include, but are not limited to

Reading List Cheru, Fantu. 2002. African Renaissance; Roadmaps to the Challenge of Globalization. New York, NY: Zed Books.

May include, but are not limited to

Changed Field**Current Version****Proposed Version**

Reading List Crane, Diana, Kawashima, Nobuku, and Kawasaki, Ken'ichi. (eds) 2002. Global Culture: Media, Arts, Policy, and Globalization. NY: Routledge.

May include, but are not limited to No value

Reading List Curran, James and Park, Myung-Jin. 2000. De-Westernizing Media Studies. London and New York: Routledge.

May include, but are not limited to No value

Reading List Eichengreen, B. 2008. Globalizing Capital: A History of the International Monetary System. Princeton: Princeton University Press.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Enloe, Cynthia. 2014. Bananas, Beaches and Bases: Making Feminist Sense of International Politics. Berkeley, CA: UC Press.

May include, but are not limited to No value

Reading List Featherstone, Mike. 2013. Undoing Culture: Globalization, Postmodernism, and Identity. London: Sage.

May include, but are not limited to No value

Reading List Frank, Andre Gunder. 1998. ReOrient: Global Economy in the Asian Age. Berkeley, CA: University of California Press.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Grove, E. 1998. Ecology, Climate and Empire: Colonial and Global Environmental History. London: White House Press.

May include, but are not limited to No value

Reading List Gouliamos, Kostas & Christos Kassimeris. 2013. The Marketing of War in an Age of Neo-Militarism. New York, NY: Routledge.

May include, but are not limited to No value

Reading List Guehenno, J.M. 2000. The End of the Nation-State. Minneapolis, MN: University of Minnesota Press.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Harrington, B. 2016. Capital without Borders: Wealth Managers and the One Percent. Boston, MA: Harvard University Press.

May include, but are not limited to No value

Reading List Hickel, J. 2018. The Divide: Global Inequality from Conquest to Free Markets. New York, NY: W.W. Norton.

May include, but are not limited to No value

Reading List Lule, J. 2015. Globalization and Media: Global Village of Babel. Lanham, MD: Rowman & Littlefield.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Mbembe, Achille. 2001. On the Postcolony. Berkeley: University of California Press.

May include, but are not limited to No value

Reading List Mignolo, Walter. 2012. Local Histories / Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking. Princeton, NJ: Princeton University Press.

May include, but are not limited to No value

Reading List Palmary, I. & E. Burman. 2010. Gender and Migration: Feminist Interventions. London, UK: Zed Books.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Parrenas, Rachel Salazar. 2005. Servants of Globalization: Women, Migration, and Domestic Work. Stanford, CA: Stanford University Press.

May include, but are not limited to No value

Reading List Sassen, Saskia. 2007. A Sociology of Globalization. New York: W.W. Norton & Co.

May include, but are not limited to No value

Reading List Starr, Amory. 2005. Global Revolt: A Guide to the Movements against Globalization. Belmont, CA: Wadsworth.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Steger, M.B. 2017. Globalization: A Very Short Introduction. Oxford, UK: Oxford University Press.

May include, but are not limited to No value

Reading List Tickner, J.A. 2001. Gendering World Politics. New York, NY: Columbia University Press.

May include, but are not limited to No value

Reading List Ward, Kathryn. (Ed.) 1990. Women Workers and Global Restructuring. Ithaca, NY: ILR Press.

May include, but are not limited to No value

Reading List Wallerstein, Immanuel. 2004. World-Systems Analysis: An Introduction. Chapel Hill, NC: Duke University Press.

Changed Field

Current Version

Proposed Version

May No value
include,
but are
not
limited
to

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media. • Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization. • Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization. • Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe. • Analyze the interrelationships of global institutions, networks, and organizations, multinational corporations, the United States and other governments, and social movements to processes of globalization. • Evaluate the challenges to the contemporary phase of globalization by social theorists, specific states, Islamism, Western anti-globalization movements, environmentalists, and various forms of local and regional social action. 	<ul style="list-style-type: none"> • Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media. • Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization. • Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization. • Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe. • Analyze the interrelationships of global institutions, networks, and organizations, multinational corporations, the United States and other governments, and social movements to processes of globalization. • Evaluate the challenges to the contemporary phase of globalization by social theorists, specific states, Islamism, Western anti-globalization movements, environmentalists, and various forms of local and regional social action.

Changed Field**Current Version****Proposed Version****CSLOs****CSLOs**

Develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.

Expected SLO Performance

0.0

CSLOs

Develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.

Expected SLO Performance

0.0

CSLOs

Distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.

Expected SLO Performance

0.0

CSLOs

Distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.

Expected SLO Performance

0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	<p>1. Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media.</p> <p>1. Modernization Theory: science, rationalization, industrialization, urbanism, demographic transition, liberal democracy, Keynesian economics, Third World development.</p> <p>2. Marxist and World Systems Theory: European colonization, imperialism, class conflict, revolutionary change, core, periphery, and semi-periphery, underdevelopment.</p> <p>3. Postcolonial and Postmodernist theories: critique of Enlightenment model: colonization and genocide as subtext of liberal modernity, eclipse of modernist ideology of scientific truth and linear progress, discourse analysis: Orientalism, social crises in western societies.</p> <p>4. Huntington's Clash of Civilization model, Radical Islamism, terrorism, War on Terror.</p> <p>5. Neoliberal economic expansionism (Reagan, Bush (I) and Clinton era); World Bank and International Monetary Fund development strategies; Neoconservative/ Project for a New American Century; State-supported</p>	<p>1. Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media.</p> <p>1. Modernization Theory: science, rationalization, industrialization, urbanism, demographic transition, liberal democracy, Keynesian economics, Third World development.</p> <p>2. Marxist and World Systems Theory: European colonization, imperialism, class conflict, revolutionary change, core, periphery, and semi-periphery, underdevelopment.</p> <p>3. Postcolonial and Postmodernist theories: critique of Enlightenment model: colonization and genocide as subtext of liberal modernity, eclipse of modernist ideology of scientific truth and linear progress, discourse analysis: Orientalism, social crises in western societies.</p> <p>4. Huntington's Clash of Civilization model, Radical Islamism, terrorism, War on Terror.</p> <p>5. Neoliberal economic expansionism (Reagan, Bush (I) and Clinton era); World Bank and International Monetary Fund development strategies; Neoconservative/ Project for a New American Century; State-supported</p>

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| capitalism in East Asia and Latin America.
6. Images of globalization in television and film, education, in high-tech industry, advertising, cultural "fusion", diversity discourse, hybrid identities, etc.
2. Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization.
1. Empirical research methods and data in the large-scale study of globalization
2. Social systems as cohesive, yet changing patterns of action, containing structural components, each with important functions or purposes for the maintenance and adaptation of the overall organization; world systems, consisting of urban cores and rural peripheries of economic, political, and cultural exchange, influence, conflict, and domination, changing over time; social systems situated within larger natural/ecological systems, which enable and limit social action.
3. Unique cultural traditions influenced by, yet contesting each other in global encounters over centuries, involving languages, religions, | capitalism in East Asia and Latin America.
6. Images of globalization in television and film, education, in high-tech industry, advertising, cultural "fusion", diversity discourse, hybrid identities, etc.
2. Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization.
1. Empirical research methods and data in the large-scale study of globalization
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3. Unique cultural traditions influenced by, yet contesting each other in global encounters over centuries, involving languages, religions, |
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| | <p>technologies, migration of populations, commodities, arts, and dress, power, transformed by modernization processes.</p> <p>4. Epistemes as systems of knowledge, action, and discourse which frame and discipline historical change and globalization processes, such as Orientalism, ancient and modern imperialism, Christianity, Confucianism, Islam, the Enlightenment, Science, Marxism, Liberalism, Conservatism, Modernism, Colonialism and Postmodernity.</p> <p>3. Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization.</p> <ol style="list-style-type: none">1. Asian-based world system, prior to the Crusades.2. Asian/ African world system from 1250-1350, and decline resulting from Black Plague.3. East Asian hegemony in Chinese Ming/Qing, Indian Mughal, Persian, Safavid, and Turkish/Ottoman imperial eras with technology, production, trade, and cultural exchange from the 15th through the 18th centuries.4. Iberian colonization and Atlantic Circuit in the 15th through the 18th centuries. | <p>technologies, migration of populations, commodities, arts, and dress, power, transformed by modernization processes.</p> <p>4. Epistemes as systems of knowledge, action, and discourse which frame and discipline historical change and globalization processes, such as Orientalism, ancient and modern imperialism, Christianity, Confucianism, Islam, the Enlightenment, Science, Marxism, Liberalism, Conservatism, Modernism, Colonialism and Postmodernity.</p> <p>3. Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization.</p> <ol style="list-style-type: none">1. Asian-based world system, prior to the Crusades.2. Asian/ African world system from 1250-1350, and decline resulting from Black Plague.3. East Asian hegemony in Chinese Ming/Qing, Indian Mughal, Persian, Safavid, and Turkish/Ottoman imperial eras with technology, production, trade, and cultural exchange from the 15th through the 18th centuries.4. Iberian colonization and Atlantic Circuit in the 15th through the 18th centuries. |

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| | <ol style="list-style-type: none">5. British and French global empires in the 18th through the 20th centuries.6. Communist Bloc and Third World decolonization.7. Post WWII-1970s; Marshall Plan, NATO, the United Nations, the global expansion of multinational corporations, Bretton Woods institutions, neoliberalism.8. Contemporary era of U.S.-led global system with GATT, World Bank, IMF, WTO. <p>4. Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe.</p> <ol style="list-style-type: none">1. Political dominance and genocide in the South by European colonialism.2. WWII, Cold War, and subsequent global patterns of alliances and conflicts.3. Western and U.S. political hegemony after dissolution of Soviet Bloc.4. Challenge to national sovereignty by IMF, structural adjustment programs and preemptive war; debates over multilateralism and unilateralism in 2003.5. World wars and proliferation of guerilla warfare in decolonization process.6. Nuclear arms race, global arms trade and weapons | <ol style="list-style-type: none">5. British and French global empires in the 18th through the 20th centuries.6. Communist Bloc and Third World decolonization.7. Post WWII-1970s; Marshall Plan, NATO, the United Nations, the global expansion of multinational corporations, Bretton Woods institutions, neoliberalism.8. Contemporary era of U.S.-led global system with GATT, World Bank, IMF, WTO. <p>4. Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe.</p> <ol style="list-style-type: none">1. Political dominance and genocide in the South by European colonialism.2. WWII, Cold War, and subsequent global patterns of alliances and conflicts.3. Western and U.S. political hegemony after dissolution of Soviet Bloc.4. Challenge to national sovereignty by IMF, structural adjustment programs and preemptive war; debates over multilateralism and unilateralism in 2003.5. World wars and proliferation of guerilla warfare in decolonization process.6. Nuclear arms race, global arms trade and weapons |
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| of mass destruction
7. Transfer of production to Mexico, Central America, Southeast Asia, China.
8. Liberalization of capital flows and investment, trade barriers, currency trading through free agreements; privatization of industries and land.
9. Emergence of global financial institutions and structural adjustment programs, and Third World Debt crises, Asian economic crisis of 1997.
10. Cultural globalization via tourism, trade, mass media, and migration.
11. Globalization of religious movements, including Protestant and Islamic.
5. Analyze the interrelationships of global institutions, networks, and organizations, multinational corporations, the United States and other governments, and social movements to processes of globalization.
1. United Nations, the World Bank, the International Monetary Fund, the North American Free Trade Agreement, the General Agreement on Tariffs and Trade, the World Trade Organization, the North Atlantic Treaty Organization, the International Criminal Court, the G8, the G22, the Organization of Petroleum Exporting Countries, European Union.
2. Multi/Transnational corporations stimulating globalization processes | of mass destruction
7. Transfer of production to Mexico, Central America, Southeast Asia, China.
8. Liberalization of capital flows and investment, trade barriers, currency trading through free agreements; privatization of industries and land.
9. Emergence of global financial institutions and structural adjustment programs, and Third World Debt crises, Asian economic crisis of 1997.
10. Cultural globalization via tourism, trade, mass media, and migration.
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2. Multi/Transnational corporations stimulating globalization processes | of mass destruction
7. Transfer of production to Mexico, Central America, Southeast Asia, China.
8. Liberalization of capital flows and investment, trade barriers, currency trading through free agreements; privatization of industries and land.
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2. Multi/Transnational corporations stimulating globalization processes |
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| | <p>such as General Motors, Chevron/Texaco, Halliburton, Nike, Citigroup, Microsoft, CNN, IBM, News Corporation, Ltd., Mitsubishi, Sony, al Jazeera, Rio Tinto, Mitsui, BBC, Bechtel, Lockheed-Martin, BBC, Bechtel, Enron, DeBeers, the Quantum Fund, Hyundai, Yukos.</p> <p>3. Non-Governmental Organizations with a global agenda, such as Amnesty International, Oxfam, Medicins Sans Frontieres, Human Rights Watch, the World Health Organization, Greenpeace, International Forum on Globalization, Anti-Capitalist Convergence, the World Social Forum, the Institute for Food and Development Policy, Public Citizen.</p> <p>6. Evaluate the challenges to the contemporary phase of globalization by social theorists, specific states, Islamism, Western anti-globalization movements, environmentalists, and various forms of local and regional social action.</p> <p>1. Sociologists, Social Theorists, and Philosophers such as Achille Mbembe, Samir Amin, Edward Said, Arundati Roy, Walden Bello, Chandra Mohanty, Andre Gunder Frank, Pierre Bordieu, Stanley Aronowitz, Jacques Derrida, Jacques Ellul, Jean Baudrillard.</p> | <p>such as General Motors, Chevron/Texaco, Halliburton, Nike, Citigroup, Microsoft, CNN, IBM, News Corporation, Ltd., Mitsubishi, Sony, al Jazeera, Rio Tinto, Mitsui, BBC, Bechtel, Lockheed-Martin, BBC, Bechtel, Enron, DeBeers, the Quantum Fund, Hyundai, Yukos.</p> <p>3. Non-Governmental Organizations with a global agenda, such as Amnesty International, Oxfam, Medicins Sans Frontieres, Human Rights Watch, the World Health Organization, Greenpeace, International Forum on Globalization, Anti-Capitalist Convergence, the World Social Forum, the Institute for Food and Development Policy, Public Citizen.</p> <p>6. Evaluate the challenges to the contemporary phase of globalization by social theorists, specific states, Islamism, Western anti-globalization movements, environmentalists, and various forms of local and regional social action.</p> <p>1. Sociologists, Social Theorists, and Philosophers such as Achille Mbembe, Samir Amin, Edward Said, Arundati Roy, Walden Bello, Chandra Mohanty, Andre Gunder Frank, Pierre Bordieu, Stanley Aronowitz, Jacques Derrida, Jacques Ellul, Jean Baudrillard.</p> |
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Changed Field**Current Version****Proposed Version**

2. Governments such as Malaysia, Venezuela, South Africa, and Cuba, outspoken opponents of globalization.

3. Islamist movements in South Asia, the Middle East, North Africa, Southeast Asia, Central Asia, critical of Western cultural and political-economic hegemony, including those using armed strategies such as Al Qaeda, Islamic Jihad, Ansar al-Islam, Hizbullah, Hamas.

4. Western Anti-Globalization Movements which confronted the WTO in Seattle in 1999, the World Bank, the IMF, the G8, and the World Economic Forum, the World Social Forum in Porto Alegre, Brazil, the Asian Social Forum in Hyderabad, India, and local movements against globally funded dams on the Narmada River, in Gujarat, India, U.S. mining in Indonesia, Shell and Chevron oil operations in the Niger River Delta, in Nigeria, Indigenous, labor, and popular movements in Ecuador, Bolivia, Argentina, Brazil, against free trade, neoliberalism.

2. Governments such as Malaysia, Venezuela, South Africa, and Cuba, outspoken opponents of globalization.

3. Islamist movements in South Asia, the Middle East, North Africa, Southeast Asia, Central Asia, critical of Western cultural and political-economic hegemony, including those using armed strategies such as Al Qaeda, Islamic Jihad, Ansar al-Islam, Hizbullah, Hamas.

4. Western Anti-Globalization Movements which confronted the WTO in Seattle in 1999, the World Bank, the IMF, the G8, and the World Economic Forum, the World Social Forum in Porto Alegre, Brazil, the Asian Social Forum in Hyderabad, India, and local movements against globally funded dams on the Narmada River, in Gujarat, India, U.S. mining in Indonesia, Shell and Chevron oil operations in the Niger River Delta, in Nigeria, Indigenous, labor, and popular movements in Ecuador, Bolivia, Argentina, Brazil, against free trade, neoliberalism.

Lab Component in this Course

No

No

Lab Outline

No value

No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value
	2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.	No Value	No Value
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Advisory(ies):

ENGL C1000 or ENGL C1000H or ESL D005.

ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

No Value

Limitation(s) on Enrollment:

(Not open to students with credit in the cross-listed course(s).)

(Not open to students with credit in the cross-listed course(s).)

Limitation(s) on Enrollment - Other:

(Also listed as INTL D008.)

(Also listed as INTL D008.)

Entrance Skills(s):

No Value

No Value

Entrance Skill(s) - Other:

No Value

No Value

General Course Statement(s):

(See general education pages for the requirements this course meets.)

(See general education pages for the requirements this course meets.)

Changed	Questions	Current Version	Proposed Version
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General Course Statement(s) - Other:

No Value

No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
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EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value



Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.

No Value

Assigned readings from sociological, historical, political, economic, environmental, and cultural studies texts, which focus on globalization and related topics in the study of social change.



Objective 2: Compose essays drawn from personal experience and assigned texts.

No Value

Students will complete written and/or multiple-choice exams, taken in class, and a research paper, based on library or original research.

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

Project-based writing featuring
interviews, field work or scholarly
research



**Objective 5:
Distinguish,
compare, and
evaluate the
multiplicity
and ambiguity
of
perspectives.**

No Value

Other writing will include preparations
for class presentations, reactions to
films, extra credit analyses of books,
conferences, speeches or relevant
events.

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
!	<p>ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.</p> <p>If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	E
	<p>Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.</p>	No Value	No Value
	<p>Objective 2: Develop analytical ideas and topics for essays.</p>	No Value	No Value
	<p>Objective 3: Compose and support thesis statements for analytical essays.</p>	No Value	No Value
	<p>Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.</p>	No Value	No Value
	<p>Objective 5: Identify and practice writing for different audiences and purposes.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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**ESL D261. and
ESL D265., or
ESL D461. and
ESL D465., or
eligibility for
EWRT D001A
or EWRT
D01AH or ESL
D005. If this is
the requisite
for the course,
complete the
objective(s)
below. If this
requisite is
being
removed,
provide an
explanation as
to why.**

No Value

No Value

**Objective 1:
Create
compositions
about fiction
and non-fiction
texts from
many cultural
and social
perspectives in
a variety of
genres.**

No Value

No Value

**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
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Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**

No Value

No Value

**Objective 2:
Investigate the use of mathematics in real world.**

No Value

No Value

**Objective 3:
Explore functions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Develop linear
function
models.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real
world
problems.**

No Value

No Value

**Objective 6:
Use linear
inequalities in
one variable to
solve real
world
problems.**

No Value

No Value

**Objective 7:
Examine
exponential
expressions
and develop
exponential
function
models.**

No Value

No Value

**Objective 8:
Examine
logarithmic
expressions
and develop
logarithmic
function
models.**

No Value

No Value

**Objective 9:
Develop
quadratic
function
models to
solve
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
--	---	----------	----------

	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
--	---	----------	----------

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
--	--	----------	----------

Changed	Questions	Current Version	Proposed Version
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**Objective 1:
Develop,
throughout the
course as
applicable,
systematic
problem-
solving
methods.**

No Value

No Value

**Objective 2:
Explore the
function
concept
algebraically,
numerically,
verbally and
graphically.**

No Value

No Value

**Objective 3:
Explore the
graphical and
numerical
characteristics
of linear
relationships
and describe
their meaning
in the context
of a problem.**

No Value

No Value

**Objective 4:
Develop linear
function
models to
solve
problems.**

No Value

No Value

**Objective 5:
Use systems of
two linear
equations to
solve real-
world
problems.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

Changed

Questions

Current Version

Proposed Version

Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.

No Value

No Value

**Objective 1:
Develop, throughout the course as applicable, systematic problem solving methods.**

No Value

No Value

**Objective 2:
Solve problems involving arithmetic operations, including fractions, percents and decimals.**

No Value

No Value

**Objective 3:
Apply the order of operations to evaluate signed numerical expressions.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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**Objective 4:
Solve problems
involving
operations with
signed
numbers.**

No Value

No Value

**Objective 5:
Explore the
characteristics
and properties
of real
numbers.**

No Value

No Value

**Objective 6:
Use estimation
to determine
approximate
solutions and
to check the
reasonableness
of answers.**

No Value

No Value

**Objective 7:
Explore rates
and ratios and
use
proportions to
solve
problems.**

No Value

No Value

**Objective 8:
Explore, as
applicable
throughout the
course, the
geometry of
mathematical
measurements
and solve
problems
involving
geometric
figures and
formulas.**

No Value

No Value

Changed	Questions	Current Version	Proposed Version
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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

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed Questions Current Version Proposed Version

Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.

No Value

No Value

Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.

No Value

No Value

Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.

No Value

No Value

Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.

No Value

No Value

Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.

No Value

No Value

Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.

No Value

No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	"Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media. Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization." (from Outline: A and 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.)	No Value	"Students will complete written and/or multiple-choice exams, taken in class, and a research paper, based on library or original research. Other writing will include preparations for class presentations, reactions to films, extra credit analyses of books, conferences, speeches or relevant events." (Assignment - Writing) Essay and/or multiple-choice exams and a final exam which measure the students understanding of key course content, readings, lectures, presentations by speakers, and films evaluated based on demonstrated mastery of course objectives (Methods of Evaluation - A) Oral Communication Preparation of course material for small group discussions of assigned topics (Collaborative Exercises)-Methods of Evaluation C1

Changed	Questions	Current Version	Proposed Version
!	<p>Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Project-based writing featuring interviews, field work or scholarly research (Assignment - Writing)</p>
!	<p>Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization. Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe. (from Outline: C and D)</p>
!	<p>Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	<p>Research project(s), which will demonstrate grasp of sociological research methodology, theoretical frame and content, documentation of sources, evaluated based on demonstrated mastery of course objectives (Methods of Evaluation - C)</p>

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Student participation through verbal comments and questions in class, class presentations, and group discussions evaluated based on demonstrated mastery of course objectives (Methods of Evaluation - B)

Comments

Changed	Questions	Current Version	Proposed Version		
	Stage 2: Department Chair	No Value	No Value		
	Stage 3: Division Curriculum Representative	No Value	3/26/2025 RG Course Description	Needs to be a complete sentence	Yes
	Stage 4: Division Dean	No Value	No Value		
	Stage 5: SLO Coordinator	No Value	No Value		
	Stage 7: Content Review Matrix Liaison	No Value	No Value		

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	
							-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 51% to 90%) -On Question #12 for Accessibility, please mention DSPS services available to students.	Y
			5/15/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required		
			5/15/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Online Course Delivery Request	Required	-On Question #12 for Accessibility, please mention DSPS services available to students.	y
			5/30/25	Gabriela Nocito on behalf of COOL Members	Specifications - Suggested Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	Y
	Stage 9: Articulation Officer	No Value	No Value					

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed or Initiator's Response	
!	Stage 10: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			5/30/25	De Anza GE Form	Criteria 1-6	Required	Please use items from the outline, assignments, or methods of evaluation to answer all 6 criteria. Also please cite where the responses come from. For criteria 2, please also include examples of collaborative work. Great options are assignment C1 or method of evaluation B.	Y
			5/31/25	De Anza GE Form	Criteria 2	Required		Y
	Stage 13: Curriculum Committee	No Value	No Value					

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	SOC 005; INTL 008	SOC 005; INTL 008
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	SOC 5 (P); INTL 8 (C)	SOC 5 (P); INTL 8 (C)
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	SOCD005.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM

Changed	Field	Current Version
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	Course Control Number	
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		CCC000269118
--	--	--------------

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
06/04/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section**Changed field**

De Anza GE Form

Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

De Anza GE Form

Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Comments

Stage 3: Division Curriculum Representative

Comments

Stage 7: Content Review Matrix Liaison

Comments

Stage 8: Dean of Online Learning

General Information**Changed****Field****Current Version****Proposed Version**

Faculty Initiator

- Mi Chang

- Jayanti Roy
- Singh, Sukhjit

Course ID (CB01A and CB01B)

INTLD008.

INTLD008.

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000365203	CCC000365203
	Course Title (CB02)	Sociology of Globalization and Social Change	Sociology of Globalization and Social Change
	Short Course Title	SOCIOLOGY: GLOBAL&SOCIAL CHANG	SOCIOLOGY: GLOBAL&SOCIAL CHANG
	TOP Code (CB03)	2208.00	2208.00 Sociology
	CIP Code	Sociology.	45.1101 Sociology.
	Department	SOC - Sociology	SOC - Sociology
	Effective Term	Fall 2025	Fall 2025 <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	<p>An introduction to the sociological study of globalization and other forms of social change. Macrosociological analysis of economic, political, military, cultural, technological, and environmental aspects of globalization; history of globalization, European colonialism and decolonization processes; impact of multinational corporations and global political and financial institutions, and social movements from cross-cultural and global perspectives.</p>	<p>An <u>This is an</u> introduction to the sociological study of globalization and other major forms of social change. Macrosociological <u>This course offers a macrosociological</u> analysis of <u>the</u> economic, political, military, cultural, technological, and environmental aspects <u>dimensions</u> of globalization; history <u>globalization</u>. <u>Topics include the historical evolution of globalization; global systems, including</u> European colonialism and decolonization processes; impact <u>decolonization; the role of multinational corporations and corporations; the influence of global political and financial institutions; institutions; and the rise of transnational social movements from movements. Emphasis is placed on cross-cultural analysis and global perspectives: interconnections.</u></p>
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
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Mode of Delivery

No value

- | |
|---|
| <ul style="list-style-type: none">• Online• Hybrid |
|---|

Faculty Requirements

Changed	Field	Current Version	Proposed Version
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Discipline 1

No value

- | |
|---|
| <ul style="list-style-type: none">• Sociology |
|---|

Discipline 2

No value

No value

Discipline 3

No value

No value



FSA

No value

- | |
|--|
| <ul style="list-style-type: none">• FHDA FSA - SOCIOLOGY |
|--|

Formerly Statement

Changed	Field	Current Version	Proposed Version
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Formerly Statement

No value

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Sociology for at least one CSU or UC. This course meets a general education requirement for De Anza and Cal-GETC. This course also fulfills a requirement for the AA Degree for Transfer in Sociology. This class provides a focus on globalization, which allows students to see how a sociological perspective on globalization differs from political or economic perspectives. This is a cross-listed course.	This course is a major preparation requirement in the discipline of Sociology for at least one CSU or UC. This course meets a general education requirement for De Anza and Cal-GETC. This course also fulfills a requirement for the AA Degree for Transfer in Sociology. This class provides a focus on globalization, which allows students to see how a sociological perspective on globalization differs from political or economic perspectives. This is a cross-listed course.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	No	No

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	No	No

Cross-listed Course

Changed	Field	Current Version	Proposed Version
	Is this a cross-listed course?	Yes - complete the cross-listed form	Yes - complete the cross-listed form

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass 	<ul style="list-style-type: none"> • Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	<input type="checkbox"/>	<input type="checkbox"/>
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
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	If yes, identify the lower-division UC course and campus.	No value	
--	--	----------	--

	Will the course fulfill a UC/CSU lower-division major requirement?	No	No
--	---	----	----

	If yes, identify the UC/CSU campus, course and major.	No value	
--	--	----------	--

	Will the course be UC transferable?	Yes	Yes
--	--	-----	-----

Associated Programs

Changed Field**Current Version****Proposed Version****Course is part of a program**

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	CSU GE
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Cal-GETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Community Impact (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	IGETC
Award Type	Certificate of Achievement-Advanced (COA-A)

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)

Changed Field**Current Version****Proposed Version**

Associated Program Leadership and Social Change (In Development)

Award Type Certificate of Achievement (COA)

Associated Program Leadership and Social Change (In Development)

Award Type Certificate of Achievement (COA)

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 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 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

Changed Field**Current Version****Proposed Version**

Associated Program Social Justice Studies: General Studies for Transfer (In Development)

Award Type Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program Social Justice Studies: General Studies for Transfer (In Development)

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

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
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GE Information

System/Institution	Cal-GETC	System/Institution	Cal-GETC
Area(s)	<ul style="list-style-type: none"> CA4X - Approved. 	Area(s)	<ul style="list-style-type: none"> CA4X - Approved.
-	No value	-	No value
System/Institution	De Anza GE	System/Institution	De Anza GE
Area(s)	<ul style="list-style-type: none"> 2G4X - Approved. 	Area(s)	<ul style="list-style-type: none"> 2G4X - Approved.
-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
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Lecture Hours - In Class	4	4
Lecture Hours - Out of Class	8	8
Laboratory Hours - In Class	0	0
Laboratory Hours - Out of Class	0	0
NA Hours - In Class	0	0
NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

Changed	Field	Current Version	Proposed Version
	Speciality Hours	No value	No value

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	<input type="checkbox"/>	<input type="checkbox"/>
	Variable Credit Course	<input type="checkbox"/>	<input type="checkbox"/>

Credit Units			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP			
Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed Field

Current Version

Proposed Version



Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
In-class essays
In-class exploration of Internet sites
Quiz and examination review performed in class
Field observation and field trips
Homework and extended projects
Guest speakers
Collaborative learning and small group exercises
Collaborative projects

Methods of Instruction

Methods of Instruction

Methods of Instruction Lecture and visual aids
Discussion of assigned reading
In-class essays
In-class exploration of Internet sites
Quiz and examination review performed in class
Field observation and field trips
Homework and extended projects
Guest speakers
Collaborative learning and small group exercises
Collaborative projects

Assignments**1. Reading**

1. Assigned readings from sociological, historical, political, economic, environmental, and cultural studies texts, which focus on globalization and related topics in the study of social change.
2. Supplementary texts for use in research paper concerning specific or related research subjects or methods.

2. Writing

1. Students will complete written and/or multiple-choice exams, taken in class, and a research paper, based on library or original research.
2. Other writing will include preparations for class presentations, reactions to films, extra credit analyses of books, conferences, speeches or relevant events.
3. Project-based writing featuring interviews, field work or scholarly research

3. Oral Communication

1. Preparation of course material for small group discussions of assigned topics
2. Oral presentations related to course projects

1. Reading

1. Assigned readings from sociological, historical, political, economic, environmental, and cultural studies texts, which focus on globalization and related topics in the study of social change.
2. Supplementary texts for use in research paper concerning specific or related research subjects or methods.

2. Writing

1. Students will complete written and/or multiple-choice exams, taken in class, and a research paper, based on library or original research.
2. Other writing will include preparations for class presentations, reactions to films, extra credit analyses of books, conferences, speeches or relevant events.
3. Project-based writing featuring interviews, field work or scholarly research

3. Oral Communication

1. Preparation of course material for small group discussions of assigned topics
2. Oral presentations related to course projects

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. Essay and/or multiple-choice exams and a final exam which measure the students understanding of key course content, readings, lectures, presentations by speakers, and films evaluated based on demonstrated mastery of course objectives
2. Student participation through verbal comments and questions in class, class presentations, and group discussions evaluated based on demonstrated mastery of course objectives
3. Research project(s), which will demonstrate grasp of sociological research methodology, theoretical frame and content,

**Methods
of
Evaluation**

1. Essay and/or multiple-choice exams and a final exam which measure the students understanding of key course content, readings, lectures, presentations by speakers, and films evaluated based on demonstrated mastery of course objectives
2. Student participation through verbal comments and questions in class, class presentations, and group discussions evaluated based on demonstrated mastery of course objectives
3. Research project(s), which will demonstrate grasp of sociological research methodology, theoretical frame and content,

Changed Field**Current Version****Proposed Version**

documentation of sources, evaluated based on demonstrated mastery of course objectives

documentation of sources, evaluated based on demonstrated mastery of course objectives



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- None.

Essential Student Materials:

- None

Essential College Facilities:

- None

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Current Version

Proposed Version



Examples of Primary Texts and References

Title	No value
Author	Eitzen, Stanley & Maxine Baca Zinn. 2013. Globalization: The Transformation of Social Worlds, 3rd ed. Belmont, CA: Wadsworth.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lechner, F.J. & J. Boli. 2014. Globalization: A Reader, 5th ed. Hoboken, NJ: Wiley_Blackwell.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Martell, L. 2017. The Sociology of Globalization, 2nd ed. Boston, MA: Polity.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Social Problems
Author	Eitzen, Stanley. D , Smith, Kelly Eitzen & Zinn, Maxine Baca
Publisher	Pearson
Date/Edition	15th Edition, June 9, 2024
ISBN	9780137991020

Title	Globalisation in Transition: Human and Economic Perspectives
Author	Ghori, Umair & Hiscock, Mary & Parsons, Louise
Publisher	Springer
Date/Edition	July 2, 2023
ISBN	978-9819924387

Title	Global Problems, Global Solutions: Prospects for a Better World
Author	Chirico, A. JoAnn
Publisher	SAGE Publications, Inc
Date/Edition	April 10, 2024
ISBN	978-1071902226

Title	Globalization in the 21st Century
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Changed Field**Current Version****Proposed Version**

Title	No value
Author	Schaeffer. R.K. 2016. Understanding Globalization: The Social Consequences of Political, Economic and Environmental Change, 5th ed. Lanham, MD: Rowman & Littlefield.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Smallman, Shawn & Kimberly Brown. 2015. Introduction to International and Global Studies, 2nd ed. Chapel Hill, NC: University of North Carolina Press.
Publisher	No value
Date/Edition	No value
ISBN	No value

Author	Manfred B. Singer
Publisher	Maryland: Rowman and Littlefield
Date/Edition	2024
ISBN	978-1-5381-7974-1

Title	Globalizing Women: Transnational Feminist Networks
Author	Moghadam, M. Valentine
Publisher	Maryland: Johns Hopkins University Press
Date/Edition	February 10, 2021
ISBN	978-1421442815

Title	Sociology, Work, and Organisations A Global Context
Author	Brian McDonough and Jane Parry
Publisher	London: Routledge
Date/Edition	2024
ISBN	9781032323862



Suggested Reading List

No value

Reading List Amin, Samir. 2014. Capitalism in the Age of Globalization. London: Zed Press.

May include, but are not limited to No value

Reading List Appadurai, Arjun. 1996. Modernity at Large: Cultural Dimensions of Globalization. Minneapolis, MN: University of Minnesota Press.

May include, but are not limited to No value

Reading List Cheru, Fantu. 2002. African Renaissance; Roadmaps to the Challenge of Globalization. New York, NY: Zed Books.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Crane, Diana, Kawashima, Nobuku, and Kawasaki, Ken'ichi. (eds) 2002. Global Culture: Media, Arts, Policy, and Globalization. NY: Routledge.

May include, but are not limited to No value

Reading List Curran, James and Park, Myung-Jin. 2000. De-Westernizing Media Studies. London and New York: Routledge.

May include, but are not limited to No value

Reading List Eichengreen, B. 2008. Globalizing Capital: A History of the International Monetary System. Princeton: Princeton University Press.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Enloe, Cynthia. 2014. Bananas, Beaches and Bases: Making Feminist Sense of International Politics. Berkeley, CA: UC Press.

May include, but are not limited to No value

Reading List Featherstone, Mike. 2013. Undoing Culture: Globalization, Postmodernism, and Identity. London: Sage.

May include, but are not limited to No value

Reading List Frank, Andre Gunder. 1998. ReOrient: Global Economy in the Asian Age. Berkeley, CA: University of California Press.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Grove, E. 1998. Ecology, Climate and Empire: Colonial and Global Environmental History. London: White House Press.

May include, but are not limited to No value

Reading List Gouliamos, Kostas & Christos Kassimeris. 2013. The Marketing of War in an Age of Neo-Militarism. New York, NY: Routledge.

May include, but are not limited to No value

Reading List Guehenno, J.M. 2000. The End of the Nation-State. Minneapolis, MN: University of Minnesota Press.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Harrington, B. 2016. Capital without Borders: Wealth Managers and the One Percent. Boston, MA: Harvard University Press.

May include, but are not limited to No value

Reading List Hickel, J. 2018. The Divide: Global Inequality from Conquest to Free Markets. New York, NY: W.W. Norton.

May include, but are not limited to No value

Reading List Lule, J. 2015. Globalization and Media: Global Village of Babel. Lanham, MD: Rowman & Littlefield.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Mbembe, Achille. 2001. On the Postcolony. Berkeley: University of California Press.

May include, but are not limited to No value

Reading List Mignolo, Walter. 2012. Local Histories / Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking. Princeton, NJ: Princeton University Press.

May include, but are not limited to No value

Reading List Palmary, I. & E. Burman. 2010. Gender and Migration: Feminist Interventions. London, UK: Zed Books.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Parrenas, Rachel Salazar. 2005. Servants of Globalization: Women, Migration, and Domestic Work. Stanford, CA: Stanford University Press.

May include, but are not limited to No value

Reading List Sassen, Saskia. 2007. A Sociology of Globalization. New York: W.W. Norton & Co.

May include, but are not limited to No value

Reading List Starr, Amory. 2005. Global Revolt: A Guide to the Movements against Globalization. Belmont, CA: Wadsworth.

May include, but are not limited to No value

Changed Field**Current Version****Proposed Version**

Reading List Steger, M.B. 2017. Globalization: A Very Short Introduction. Oxford, UK: Oxford University Press.

May include, but are not limited to No value

Reading List Tickner, J.A. 2001. Gendering World Politics. New York, NY: Columbia University Press.

May include, but are not limited to No value

Reading List Ward, Kathryn. (Ed.) 1990. Women Workers and Global Restructuring. Ithaca, NY: ILR Press.

May include, but are not limited to No value

Changed Field

Current Version

Proposed Version

Reading List Wallerstein, Immanuel. 2004. World-Systems Analysis: An Introduction. Chapel Hill, NC: Duke University Press.

May include, but are not limited to No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	<ul style="list-style-type: none"> • Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media. • Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization. • Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization. • Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe. • Analyze the interrelationships of global institutions, networks, and organizations, multinational corporations, the United States and other governments, and social movements to processes of globalization. • Evaluate the challenges to the contemporary phase of globalization by social theorists, specific states, Islamism, Western anti-globalization movements, environmentalists, and various forms of local and regional social action. 	<ul style="list-style-type: none"> • Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media. • Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization. • Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization. • Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe. • Analyze the interrelationships of global institutions, networks, and organizations, multinational corporations, the United States and other governments, and social movements to processes of globalization. • Evaluate the challenges to the contemporary phase of globalization by social theorists, specific states, Islamism, Western anti-globalization movements, environmentalists, and various forms of local and regional social action.

Changed Field**Current Version****Proposed Version****CSLOs**

CSLOs Develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.

Expected SLO Performance 0.0

CSLOs Develop a sociological imagination, which is the ability to evaluate the effects of cultural, structural, historical, geographical, institutional and stratification processes on groups and individuals, including one's own experiences.

Expected SLO Performance 0.0

CSLOs Distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.

Expected SLO Performance 0.0

CSLOs Distinguish the sociological perspective from other sciences, including its methods, theories and empathetic standpoint.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
Course Content		<p>1. Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media.</p> <ol style="list-style-type: none"> 1. Modernization Theory: science, rationalization, industrialization, urbanism, demographic transition, liberal democracy, Keynesian economics, Third World development. 2. Marxist and World Systems Theory: European colonization, imperialism, class conflict, revolutionary change, core, periphery, and semi-periphery, underdevelopment. 3. Postcolonial and Postmodernist theories: critique of Enlightenment model: colonization and genocide as subtext of liberal modernity, eclipse of modernist ideology of scientific truth and linear progress, discourse analysis: Orientalism, social crises in western societies. 4. Huntington's Clash of Civilization model, Radical Islamism, terrorism, War on Terror. 5. Neoliberal economic expansionism (Reagan, Bush (I) and Clinton era); World Bank and International Monetary Fund development strategies; Neoconservative/ Project for a New American 	<p>1. Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media.</p> <ol style="list-style-type: none"> 1. Modernization Theory: science, rationalization, industrialization, urbanism, demographic transition, liberal democracy, Keynesian economics, Third World development. 2. Marxist and World Systems Theory: European colonization, imperialism, class conflict, revolutionary change, core, periphery, and semi-periphery, underdevelopment. 3. Postcolonial and Postmodernist theories: critique of Enlightenment model: colonization and genocide as subtext of liberal modernity, eclipse of modernist ideology of scientific truth and linear progress, discourse analysis: Orientalism, social crises in western societies. 4. Huntington's Clash of Civilization model, Radical Islamism, terrorism, War on Terror. 5. Neoliberal economic expansionism (Reagan, Bush (I) and Clinton era); World Bank and International Monetary Fund development strategies; Neoconservative/ Project for a New American

Changed	Field	Current Version	Proposed Version
		<p>Century; State-supported capitalism in East Asia and Latin America.</p> <p>6. Images of globalization in television and film, education, in high-tech industry, advertising, cultural "fusion", diversity discourse, hybrid identities, etc.</p> <p>2. Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization.</p> <ol style="list-style-type: none"> 1. Empirical research methods and data in the large-scale study of globalization 2. Social systems as cohesive, yet changing patterns of action, containing structural components, each with important functions or purposes for the maintenance and adaptation of the overall organization; world systems, consisting of urban cores and rural peripheries of economic, political, and cultural exchange, influence, conflict, and domination, changing over time; social systems situated within larger natural/ecological systems, which enable and limit social action. 3. Unique cultural traditions influenced by, yet contesting each other in global encounters over 	<p>Century; State-supported capitalism in East Asia and Latin America.</p> <p>6. Images of globalization in television and film, education, in high-tech industry, advertising, cultural "fusion", diversity discourse, hybrid identities, etc.</p> <p>2. Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization.</p> <ol style="list-style-type: none"> 1. Empirical research methods and data in the large-scale study of globalization 2. Social systems as cohesive, yet changing patterns of action, containing structural components, each with important functions or purposes for the maintenance and adaptation of the overall organization; world systems, consisting of urban cores and rural peripheries of economic, political, and cultural exchange, influence, conflict, and domination, changing over time; social systems situated within larger natural/ecological systems, which enable and limit social action. 3. Unique cultural traditions influenced by, yet contesting each other in global encounters over

Changed Field**Current Version****Proposed Version**

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| | <p>centuries, involving languages, religions, technologies, migration of populations, commodities, arts, and dress, power, transformed by modernization processes.</p> <p>4. Epistemes as systems of knowledge, action, and discourse which frame and discipline historical change and globalization processes, such as Orientalism, ancient and modern imperialism, Christianity, Confucianism, Islam, the Enlightenment, Science, Marxism, Liberalism, Conservatism, Modernism, Colonialism and Postmodernity.</p> <p>3. Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization.</p> <ol style="list-style-type: none">1. Asian-based world system, prior to the Crusades.2. Asian/ African world system from 1250-1350, and decline resulting from Black Plague.3. East Asian hegemony in Chinese Ming/Qing, Indian Mughal, Persian, Safavid, and Turkish/Ottoman imperial eras with technology, production, trade, and cultural exchange from the 15th through the 18th centuries. | <p>centuries, involving languages, religions, technologies, migration of populations, commodities, arts, and dress, power, transformed by modernization processes.</p> <p>4. Epistemes as systems of knowledge, action, and discourse which frame and discipline historical change and globalization processes, such as Orientalism, ancient and modern imperialism, Christianity, Confucianism, Islam, the Enlightenment, Science, Marxism, Liberalism, Conservatism, Modernism, Colonialism and Postmodernity.</p> <p>3. Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization.</p> <ol style="list-style-type: none">1. Asian-based world system, prior to the Crusades.2. Asian/ African world system from 1250-1350, and decline resulting from Black Plague.3. East Asian hegemony in Chinese Ming/Qing, Indian Mughal, Persian, Safavid, and Turkish/Ottoman imperial eras with technology, production, trade, and cultural exchange from the 15th through the 18th centuries. |
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Changed	Field	Current Version	Proposed Version
		<ol style="list-style-type: none"> 4. Iberian colonization and Atlantic Circuit in the 15th through the 18th centuries. 5. British and French global empires in the 18th through the 20th centuries. 6. Communist Bloc and Third World decolonization. 7. Post WWII-1970s; Marshall Plan, NATO, the United Nations, the global expansion of multinational corporations, Bretton Woods institutions, neoliberalism. 8. Contemporary era of U.S.-led global system with GATT, World Bank, IMF, WTO. <ol style="list-style-type: none"> 4. Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe. <ol style="list-style-type: none"> 1. Political dominance and genocide in the South by European colonialism. 2. WWII, Cold War, and subsequent global patterns of alliances and conflicts. 3. Western and U.S. political hegemony after dissolution of Soviet Bloc. 4. Challenge to national sovereignty by IMF, structural adjustment programs and preemptive war; debates 	<ol style="list-style-type: none"> 4. Iberian colonization and Atlantic Circuit in the 15th through the 18th centuries. 5. British and French global empires in the 18th through the 20th centuries. 6. Communist Bloc and Third World decolonization. 7. Post WWII-1970s; Marshall Plan, NATO, the United Nations, the global expansion of multinational corporations, Bretton Woods institutions, neoliberalism. 8. Contemporary era of U.S.-led global system with GATT, World Bank, IMF, WTO. <ol style="list-style-type: none"> 4. Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe. <ol style="list-style-type: none"> 1. Political dominance and genocide in the South by European colonialism. 2. WWII, Cold War, and subsequent global patterns of alliances and conflicts. 3. Western and U.S. political hegemony after dissolution of Soviet Bloc. 4. Challenge to national sovereignty by IMF, structural adjustment programs and preemptive war; debates

Changed	Field	Current Version	Proposed Version
		<p>over multilateralism and unilateralism in 2003.</p> <p>5. World wars and proliferation of guerilla warfare in decolonization process.</p> <p>6. Nuclear arms race, global arms trade and weapons of mass destruction</p> <p>7. Transfer of production to Mexico, Central America, Southeast Asia, China.</p> <p>8. Liberalization of capital flows and investment, trade barriers, currency trading through free agreements; privatization of industries and land.</p> <p>9. Emergence of global financial institutions and structural adjustment programs, and Third World Debt crises, Asian economic crisis of 1997.</p> <p>10. Cultural globalization via tourism, trade, mass media, and migration.</p> <p>11. Globalization of religious movements, including Protestant and Islamic.</p> <p>5. Analyze the interrelationships of global institutions, networks, and organizations, multinational corporations, the United States and other governments, and social movements to processes of globalization.</p> <p>1. United Nations, the World Bank, the International Monetary Fund, the North American Free Trade Agreement, the General Agreement on Tariffs and Trade, the World Trade Organization, the North Atlantic Treaty</p>	<p>over multilateralism and unilateralism in 2003.</p> <p>5. World wars and proliferation of guerilla warfare in decolonization process.</p> <p>6. Nuclear arms race, global arms trade and weapons of mass destruction</p> <p>7. Transfer of production to Mexico, Central America, Southeast Asia, China.</p> <p>8. Liberalization of capital flows and investment, trade barriers, currency trading through free agreements; privatization of industries and land.</p> <p>9. Emergence of global financial institutions and structural adjustment programs, and Third World Debt crises, Asian economic crisis of 1997.</p> <p>10. Cultural globalization via tourism, trade, mass media, and migration.</p> <p>11. Globalization of religious movements, including Protestant and Islamic.</p> <p>5. Analyze the interrelationships of global institutions, networks, and organizations, multinational corporations, the United States and other governments, and social movements to processes of globalization.</p> <p>1. United Nations, the World Bank, the International Monetary Fund, the North American Free Trade Agreement, the General Agreement on Tariffs and Trade, the World Trade Organization, the North Atlantic Treaty</p>

Changed	Field	Current Version	Proposed Version
		<p>Organization, the International Criminal Court, the G8, the G22, the Organization of Petroleum Exporting Countries, European Union.</p>	<p>Organization, the International Criminal Court, the G8, the G22, the Organization of Petroleum Exporting Countries, European Union.</p>
		<p>2. Multi/Transnational corporations stimulating globalization processes such as General Motors, Chevron/Texaco, Halliburton, Nike, Citigroup, Microsoft, CNN, IBM, News Corporation, Ltd., Mitsubishi, Sony, al Jazeera, Rio Tinto, Mitsui, BBC, Bechtel, Lockheed-Martin, BBC, Bechtel, Enron, DeBeers, the Quantum Fund, Hyundai, Yukos.</p>	<p>2. Multi/Transnational corporations stimulating globalization processes such as General Motors, Chevron/Texaco, Halliburton, Nike, Citigroup, Microsoft, CNN, IBM, News Corporation, Ltd., Mitsubishi, Sony, al Jazeera, Rio Tinto, Mitsui, BBC, Bechtel, Lockheed-Martin, BBC, Bechtel, Enron, DeBeers, the Quantum Fund, Hyundai, Yukos.</p>
		<p>3. Non-Governmental Organizations with a global agenda, such as Amnesty International, Oxfam, Medicins Sans Frontieres, Human Rights Watch, the World Health Organization, Greenpeace, International Forum on Globalization, Anti-Capitalist Convergence, the World Social Forum, the Institute for Food and Development Policy, Public Citizen.</p>	<p>3. Non-Governmental Organizations with a global agenda, such as Amnesty International, Oxfam, Medicins Sans Frontieres, Human Rights Watch, the World Health Organization, Greenpeace, International Forum on Globalization, Anti-Capitalist Convergence, the World Social Forum, the Institute for Food and Development Policy, Public Citizen.</p>
		<p>6. Evaluate the challenges to the contemporary phase of globalization by social theorists, specific states, Islamism, Western anti-globalization movements, environmentalists, and various forms of local and regional social action.</p>	<p>6. Evaluate the challenges to the contemporary phase of globalization by social theorists, specific states, Islamism, Western anti-globalization movements, environmentalists, and various forms of local and regional social action.</p>

Changed Field**Current Version****Proposed Version**

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| <ol style="list-style-type: none">1. Sociologists, Social Theorists, and Philosophers such as Achille Mbembe, Samir Amin, Edward Said, Arundati Roy, Walden Bello, Chandra Mohanty, Andre Gunder Frank, Pierre Bordieu, Stanley Aronowitz, Jacques Derrida, Jacques Ellul, Jean Baudrillard.2. Governments such as Malaysia, Venezuela, South Africa, and Cuba, outspoken opponents of globalization.3. Islamist movements in South Asia, the Middle East, North Africa, Southeast Asia, Central Asia, critical of Western cultural and political-economic hegemony, including those using armed strategies such as Al Qaeda, Islamic Jihad, Ansar al-Islam, Hizbullah, Hamas.4. Western Anti-Globalization Movements which confronted the WTO in Seattle in 1999, the World Bank, the IMF, the G8, and the World Economic Forum, the World Social Forum in Porto Alegre, Brazil, the Asian Social Forum in Hyderabad, India, and local movements against globally funded dams on the Narmada River, in Gujarat, India, U.S. mining in Indonesia, Shell and Chevron oil operations in the Niger River Delta, in Nigeria, | <ol style="list-style-type: none">1. Sociologists, Social Theorists, and Philosophers such as Achille Mbembe, Samir Amin, Edward Said, Arundati Roy, Walden Bello, Chandra Mohanty, Andre Gunder Frank, Pierre Bordieu, Stanley Aronowitz, Jacques Derrida, Jacques Ellul, Jean Baudrillard.2. Governments such as Malaysia, Venezuela, South Africa, and Cuba, outspoken opponents of globalization.3. Islamist movements in South Asia, the Middle East, North Africa, Southeast Asia, Central Asia, critical of Western cultural and political-economic hegemony, including those using armed strategies such as Al Qaeda, Islamic Jihad, Ansar al-Islam, Hizbullah, Hamas.4. Western Anti-Globalization Movements which confronted the WTO in Seattle in 1999, the World Bank, the IMF, the G8, and the World Economic Forum, the World Social Forum in Porto Alegre, Brazil, the Asian Social Forum in Hyderabad, India, and local movements against globally funded dams on the Narmada River, in Gujarat, India, U.S. mining in Indonesia, Shell and Chevron oil operations in the Niger River Delta, in Nigeria, |
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Changed	Field	Current Version	Proposed Version
		Indigenous, labor, and popular movements in Ecuador, Bolivia, Argentina, Brazil, against free trade, neoliberalism.	Indigenous, labor, and popular movements in Ecuador, Bolivia, Argentina, Brazil, against free trade, neoliberalism.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

Changed	Questions	Current Version	Proposed Version
	For changes to the units and hours tab; 1) Contact the Curriculum Office at curriculum@fhda.edu with the course information changes; and 2) address items 1-3 below. Please be aware that load factors and seat counts are assigned based on established, negotiated values.	No Value	No Value
	1. Is the unit(s) change required for articulation?	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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2. If the course is UC or CSU transferable, identify one UC or CSU campus with the same unit value requested and copy and paste the catalog description of the course.

No Value

No Value

3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.

No Value

No Value

Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.

No Value

No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
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Prerequisite(s):

No Value

No Value

Corequisite(s):

No Value

No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the cross-listed course(s).)	(Not open to students with credit in the cross-listed course(s).)
	Limitation(s) on Enrollment - Other:	(Also listed as SOC D005.)	(Also listed as SOC D005.)
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
!	<p>Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.</p>	No Value	<p>Students will complete written and/or multiple-choice exams, taken in class, and a research paper, based on library or original research. (Assignments-Writing)</p>
	<p>Objective 2: Compose essays drawn from personal experience and assigned texts.</p>	No Value	No Value
!	<p>Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.</p>	No Value	<p>Project-based writing featuring interviews, field work or scholarly research. (Assignments-Writing)</p>

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	Other writing will include preparations for class presentations, reactions to films, extra credit analyses of books, conferences, speeches or relevant events. (Assignments-Writing)
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value
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C-Matrix Form

Changed	Questions	Current Version	Proposed Version
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	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
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	Objective 1: Create compositions about fiction and non- fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
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Changed	Questions	Current Version	Proposed Version
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**Objective 2:
Compose a
focused,
purposeful,
developed
paper of 500
words or more
that engages
with, responds
to, or is
inspired by
written or
visual texts.**

No Value

No Value

**Objective 3:
Produce
written work
using a
cyclical
process of
multiples
drafts and
revisions.**

No Value

No Value

**Objective 4:
Demonstrate
the ability to
include a
variety of
sentence
structures in
writing.**

No Value

No Value

**Objective 5:
Edit
compositions
to correct
errors in the
major
conventions of
Standard
Written
English.**

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	<p>Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.</p>	No Value	No Value
	<p>Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.</p>	No Value	No Value
	<p>Objective 2: Investigate the use of mathematics in real world.</p>	No Value	No Value
	<p>Objective 3: Explore functions.</p>	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
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	Objective 11: Develop skills to work with radical expressions.	No Value	No Value
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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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Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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Objective 6:
Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.

No Value

No Value

Objective 7:
Develop quadratic function models to solve problems.

No Value

No Value

Objective 8:
Use inequalities to solve real world problems.

No Value

No Value

Objective 9:
Explore arithmetic sequences and series.

No Value

No Value

Objective 10:
Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.

No Value

No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
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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

If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.

No Value

No Value

If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an “OR” conjunction statement requires ONE representative G-Matrix; an “AND” conjunction statement requires a separate G-Matrix for EACH course.

No Value

No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc... list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc... list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	"Analyze the approach and theories of the sociology of social change and the current discourse on globalization in the social sciences and popular media. Apply critical concepts of sociological thought, such as empirical research, social systems, cultural traditions, modernization, postmodernity, sovereignty, power, conflict, and epistemes to the study of globalization." (from Outline: A and 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.)	No Value	"Students will complete written and/or multiple-choice exams, taken in class, and a research paper, based on library or original research. Other writing will include preparations for class presentations, reactions to films, extra credit analyses of books, conferences, speeches or relevant events." (Assignment - Writing) Essay and/or multiple-choice exams and a final exam which measure the students understanding of key course content, readings, lectures, presentations by speakers, and films evaluated based on demonstrated mastery of course objectives (Methods of Evaluation - A)

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	Project-based writing featuring interviews, field work or scholarly research (Assignment - Writing)
	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	Explore the history and sociological analysis of major periods of social change, including premodern, early modern, imperial, and contemporary phases of globalization. Evaluate the political, economic, and cultural aspects of globalization and other social change processes from a cross-cultural perspective, including materials from Asia, Africa, the Americas, and Europe. (from Outline: C and D)
	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	Research project(s), which will demonstrate grasp of sociological research methodology, theoretical frame and content, documentation of sources, evaluated based on demonstrated mastery of course objectives (Methods of Evaluation - C)

Changed	Questions	Current Version	Proposed Version
	<p>Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)</p>	No Value	Student participation through verbal comments and questions in class, class presentations, and group discussions evaluated based on demonstrated mastery of course objectives (Methods of Evaluation - B)

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	<p>Stage 3: Division Curriculum Representative</p>	No Value	<p>5/30 RG course description - needs to be a complete sentence - Updated.</p> <p>5/30 - The first sentence cannot start with "An introduction..." please add "This is an introduction...or something to that affect" - Fixed Also added details in GE Form - per suggestion from HuaFu</p>
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version				Initiator - Indicate "Y" When Completed or Initiator's Response	
!	Stage 7: Content Review Matrix Liaison	No Value	Date	Tab	Part - Type of Field Edit	Edit		
			6/1/25	Matrix A	Required	Please complete for your English advisory	Y	
!	Stage 8: Dean of Online Learning	No Value	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			6/2/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Modality	Required	Please indicate the course modality as currently none is selected even though forms are attached correctly. Please delete the Suggested Reading List as this part is reserved for English classes only.	Y
			6/2/25	Gabriela Nocito on behalf of COOL Members	Specifications - Suggested Reading List	Required		Y
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	SOC 005; INTL 008	SOC 005; INTL 008
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Cross-listed	Cross-listed
	Cross-Listed/Related Course ID's	SOC 5 (P); INTL 8 (C)	SOC 5 (P); INTL 8 (C)
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc 	<ul style="list-style-type: none"> • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

Articulation occurs after course approval. The following fields will not show a Proposed Version.

Changed	Field	Current Version
	Curriculum ID	INTLD008.

Changed	Field	Current Version
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	Distance Education Approved	No
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	Board of Trustees Approval Date	
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	Curriculum Committee Approval Date	
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	Time to Next Review	Sep 1, 2024 12:00:00 AM
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	External Review Approval Date	Sep 1, 2019 12:00:00 AM
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	Course Control Number	CCC000365203
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Articulation

Changed	Field	Current Version
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	Course Crosswalk CRS-DEPT- NAME	
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	Course Crosswalk CRS-NUMBER	
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