Approved 12/5/2023 as presented.

DE ANZA COLLEGE
CURRICULUM COMMITTEE MINUTES

Tuesday, November 21, 2023
2:30pm - 4:00pm
Location: Staff Development Lab – MLC 243

PRESENT:

Bob Kalpin *(BH)*
Marco Marquez *(CA)*
Catherina Wong *(CB)*
Isaac Tsang *(DASG)*
Sridevi Lakshmanan *(DS)*
Hua-Fu Liu *(IC)*
Sarah Lisha *(LA, LR)*
Rachel Catuiza *(PE)*

Chris Deming *(PS)*
Ameeta Tiwana *(SS)*
Kristin Skager *(Division Dean Rep.)*
Betty Inoue
 (ST and Articulation Officer)
Thomas Ray
 (Administrative Co-Chair, tie vote)

Erik Woodbury
 (Faculty Co-Chair, tie-vote)
Zack Judson
 (Faculty Vice Chair and Content Review Liaison, nv)
Mary Clark-Tillman
 (Curriculum Coordinator, nv)
Mi Chang
 (Curriculum Secretary, nv)

ABSENT:

Mike Appio *(AT)*

GUESTS:

Ron Wheelehan, Bill Roeder, Massimo Maniaci, Shagun Kaur, Nazy Galoyan, Randy Bryant

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1. **Approval of today's agenda – APPROVED** – (M/S/C—Deming/Lisha) – with the following amendment:

   a.   Add Consent Calendar item d – BUS 6 renumber to BUS 49

2. **APPROVAL OF MINUTES:**

   a.   October 24, 2023, Minutes – **APPROVED** – (M/S/C—Catuiza/ Lakshmanan) – as presented.

3. **CONSENT CALENDAR (effective fall 2024 unless otherwise noted):**

   a.   **APPROVED, effective Fall 2025:**
   Date: October 30, 2023
   From: Debbie Lee, Dean of Intercultural and International Studies
   To: Curriculum Committee
   CC: Julie Keiffer-Lewis, Mae Lee, Carol Cini, Elvin Ramos
        Hua-fu Liu, IIS Division Curriculum Rep
   Subject: ASAM 42A/B and HIST 19A/B, ICS 16A/B and HIST 16A/B, and ICS 38A/B and HIST 7A/B

   The IIS Division would like the following curriculum changes to go into effect Fall 2025:

   1. Make HIST 19A the parent course in SSH, remove cross-listing of ASAM 42A
   2. Make HIST 19B the parent course in SSH, remove cross-listing of ASAM 42B

Approved 12/5/2023 as presented.

3. Make HIST 16A the parent course in SSH, remove cross-listing of ICS 16A
4. Make HIST 16B the parent course in SSH, remove cross-listing of ICS 16B
5. Make HIST 7A the parent course in SSH, remove cross-listing of ICS 38A
6. Make HIST 7B the parent course in SSH, remove cross-listing of ICS 38B

The minimum qualifications for these courses are History, not Ethnic Studies. These courses serve as elective courses for the History AD-T and hence they will do not meet the core competencies for Ethnic Studies courses.

The division voted and approved on Friday, October 27th, that these changes be made.

Thank you for your assistance with these changes.

- signed by Debbie Lee
- signed by Elvin Ramos

b. **APPROVED, effective Fall 2025:**
Date: October 22, 2023
From: Mary Pape
To: Curriculum Committee
Subject: Deletion, effective, Fall 2025

Delete:
CIS 33A

-signed by Mary Pape
-signed by Manisha Karia, CB Division Dean

c. **APPROVED, effective Fall 2025:**
Date: October 30, 2023
From: Alex Swanner
To: Curriculum Committee
Subject: Deletion, effective, Fall 2025

Delete:
LIB 51

-signed by Alex Swanner
-signed by Gabriela Nocito

d. **APPROVED, effective Fall 2024:**
Date: November 17, 2023

To: Curriculum Committee
CC: Christina Espinosa-Pieb, VP of Instruction
Thomas Ray, Interim AVP of Instruction
Betty Inoue, Interim Articulation Officer
Manisha Karia, Interim Dean of Business, Computer Science, and Applied Technologies
Michele Fritz, Department Chair of the Business Department

Re: Course Number Correction for BUS 96 (BUS 49, effective Fall 2024)

On October 24, 2023, the Curriculum Committee approved the Fall 2024 (and Fall 2023 update) University of California – Transfer Course Agreement (UC-TCA) from the Interim Articulation Officer, Betty Inoue. In the memo, BUS 96 was being renumbered to BUS 6. The Business Department Faculty Chair, Michele Fritz, requested that the new course number be higher to better fit their inter-departmental course numbering system. BUS 96 will now be BUS 49, effective Fall 2024, and shall be reflected in all curricula and certificate and degree programs.

4. **ACTION CALENDAR (effective fall 2024 unless otherwise noted):**

If a course is passed by the Curriculum Committee, it is "**conditionally approved**" pending Curriculum Committee required and/or recommended changes and final submission of the course and all required forms to the curriculum office. Initiators have **ONE WEEK** from the date of the conditional approval to submit the final version.

a.	**APPROVED, effective Winter 2024: MUSI 3A** Initiator: Grace Lai Title: Comprehensive Musicianship (First Quarter) Hybrid
b.	**APPROVED, effective Fall 2024: C D 57** Initiator: Li Wei Sun Title: Self-Assessment for Teachers of Young Children Using Reflective Practice: Field Experience Unit(s): 5 Lec Hour(s): 2 Lab Hour(s): 10 5-Year Review Program Applicable CSU Transferable Hybrid **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
c.	**APPROVED, effective Fall 2024: C D 73** Initiator: Jayanti Roy Title: Early Childhood Mental Health Unit(s): 3 Lec Hour(s): 3 5-Year Review Program Applicable CSU Transferable Online & Hybrid **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
d.	**APPROVED, effective Fall 2024: CIS 45A** Initiator: Manish Goel Title: Internet Concepts and TCP/IP Protocols

	Unit(s): 5 Lec Hour(s): 5 5-Year Review Program Applicable CSU Transferable & UC Transferable Online & Hybrid **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.
e.	**APPROVED, effective Fall 2024: CIS 395D** Quarter 1st offered: Fall 2024 Initiator: Sukhjit Singh Title: Managing Outsourcing - A Practicum Unit(s): 0 Lec Hour(s): 3 Repeat: 99 New Course Program Applicable Online & Hybrid **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.
f.	**APPROVED, effective Fall 2024: E S 69** Initiator: Ronald Wheelehan Title: Introduction to Energy Management Unit(s): 2 Lec Hour(s): 2 5-Year Review Program Applicable CSU Transferable Online & Hybrid **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.
g.	**APPROVED, effective Fall 2024: E S 78** Initiator: Richard Holman Title: Introduction to Energy Management Systems and Controls Unit(s): 2 Lec Hour(s): 2 5-Year Review Program Applicable CSU Transferable Online & Hybrid **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.

h.	**APPROVED, effective Fall 2024: E S 79** Initiator: Massimo Maniaci Title: Introduction to Sustainable Energy Unit(s): 2 Lec Hour(s): 2 5-Year Review Program Applicable CSU Transferable Online & Hybrid **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.
i.	**APPROVED, effective Fall 2024: E S 81** Initiator: Ronald Wheelehan Title: Sustainable Building Assessments and Codes Unit(s): 3 Lec Hour(s): 3 5-Year Review Program Applicable CSU Transferable Online & Hybrid **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.
j.	**APPROVED, effective Fall 2024: EWRT 30** Initiator: Alex Giardino Title: Introduction to Creative Writing Unit(s): 5 Lec Hour(s): 5 5-Year Review Program Applicable CSU Transferable & UC Transferable De Anza GE, CSUGE & C-ID Online & Hybrid **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.
k.	**APPROVED, effective Fall 2024: EWRT 42** Initiator: Alex Giardino Title: Introduction to Creative Nonfiction and Memoir Writing Unit(s): 5 Lec Hour(s): 5 5-Year Review Program Applicable CSU Transferable & UC Transferable CSUGE Online & Hybrid

	Approved Curriculum Consensus Vote Items: 　—See Appendix A for required and/or recommended changes.
l.	**APPROVED, effective Fall 2024: HTEC 101L** Initiator: Maureen Miramontes Title: Intermediate Skill Building in Clinical Laboratory Procedures II Unit(s): 1 Lab Hour(s): 3 5-Year Review Stand-Alone **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.
m.	**APPROVED, effective Fall 2024: HTEC 101M** Initiator: Maureen Miramontes Title: Advanced Skill Building in Clinical Laboratory Procedures II Unit(s): .5 Lab Hour(s): 1.5 5-Year Review Stand-Alone **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.
n.	**APPROVED, effective Fall 2024: HUMI 20** Initiator: Lori Clinchard Title: The Greek Achievement Unit(s): 4 Lec Hour(s): 4 5-Year Review Program Applicable CSU Transferable & UC Transferable De Anza GE, CSUGE & IGETC Online & Hybrid **Approved Curriculum Consensus Vote Items:** 　—See Appendix A for required and/or recommended changes.
o.	**APPROVED, effective Fall 2024: NUTR 62** Initiator: Anna Miller Title: Nutrition and Athletic Performance Unit(s): 2 Lec Hour(s): 2 5-Year Review Stand-Alone CSU Transferable Online **Approved Curriculum Consensus Vote Items:**

	—See Appendix A for required and/or recommended changes.
p.	**APPROVED, effective Fall 2024: NUTR 62G** Initiator: Anna Miller Title: Dieting (Sifting Fact from Fiction) Unit(s): 1 Lec Hour(s): 1 5-Year Review Stand-Alone CSU Transferable Online **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
q.	**APPROVED, effective Fall 2024: PARA 88** Initiator: Yvonne Mills Title: The Paralegal and Professional Responsibility Unit(s): 2 Lec Hour(s): 2 5-Year Review Program Applicable CSU Transferable Online & Hybrid **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
r.	**APPROVED, effective Fall 2024: PHIL 20A** Initiator: Rich Booher Title: History of Western Philosophy - Ancient Greece Unit(s): 4 Lec Hour(s): 4 5-Year Review Program Applicable CSU Transferable & UC Transferable De Anza GE, CSUGE & IGETC & C-ID **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
s.	**APPROVED, effective Fall 2024: PHIL 20B** Initiator: Rich Booher Title: History of Western Philosophy - 1400-1800 Unit(s): 4 Lec Hour(s): 4 5-Year Review Program Applicable CSU Transferable & UC Transferable De Anza GE, CSUGE & IGETC & C-ID

	Approved Curriculum Consensus Vote Items: —See Appendix A for required and/or recommended changes.
t.	**APPROVED, effective Fall 2024: PHIL 20C** Initiator: Rich Booher Title: History of Western Philosophy - 1800-the Present Unit(s): 4 Lec Hour(s): 4 5-Year Review Program Applicable CSU Transferable & UC Transferable De Anza GE, CSUGE & IGETC **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
u.	**APPROVED, effective Fall 2024: PHTG 7** Initiator: Lisa Teng Title: Exploring Visual Expression Unit(s): 4 Lec Hour(s): 4 5-Year Review Program Applicable CSU Transferable & UC Transferable De Anza GE, CSUGE & IGETC Online & Hybrid **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
v.	**APPROVED, effective Fall 2024: PHTG 57B** Initiator: Tressa Pack Title: Commercial Lighting II Unit(s): 3 Lec Hour(s): 2 Lab Hour(s): 3 Repeat: Family 5-Year Review Program Applicable CSU Transferable Online & Hybrid **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
w.	**APPROVED, effective Fall 2024: PHTG 357B** Initiator: Tressa Pack Title: Commercial Lighting II Unit(s): 0 Lec Hour(s): 2 Lab Hour(s): 3 Repeat: 99

	5-Year Review Program Applicable Online & Hybrid **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
x.	**APPROVED, effective Fall 2024: POLI 1** Initiator: Robert Stockwell Title: American Government and Politics Unit(s): 5 Lec Hour(s): 5 5-Year Review Program Applicable CSU Transferable & UC Transferable De Anza GE, DA GE ESGC, CSUGE & IGETC & C-ID Hybrid **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
y.	**APPROVED, effective Fall 2024: POLI 1H** Initiator: Robert Stockwell Title: American Government and Politics - HONORS Unit(s): 5 Lec Hour(s): 5 5-Year Review Program Applicable CSU Transferable & UC Transferable De Anza GE, DA GE ESGC, CSUGE & IGETC & C-ID Hybrid **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
z.	**APPROVED, effective Fall 2024: WMST 1** Initiator: Cynthia Kaufman Title: Introduction to Women's Studies Unit(s): 4 Lec Hour(s): 4 5-Year Review Program Applicable CSU Transferable & UC Transferable De Anza GE, DA GE ESGC, CSUGE & IGETC & C-ID Online **Approved Curriculum Consensus Vote Items:** —See Appendix A for required and/or recommended changes.
aa.	**APPROVED, effective Fall 2024: WMST 31** Initiator: Cynthia Kaufman

> Title: Women and Popular Culture
> Unit(s): 4   Lec Hour(s): 4
>
> 5-Year Review
> Program Applicable
> CSU Transferable & UC Transferable
> De Anza GE, CSUGE & IGETC
> Online
>
> **Approved Curriculum Consensus Vote Items:**
>   —See Appendix A for required and/or recommended changes.

5. **OTHER BUSINESS**:

   a. Credit for Prior Learning (CPL) – Nazy Galoyan – Nazy highlighted the need for a workgroup to fully realize a more robust approach to awarding credit for prior learning. We are looking for 5-7 people to start work on this in January with the intent of presenting procedural recommendations to Curriculum and Senate by Spring Quarter. Please consider volunteering yourself as curriculum experts or identify and recruit 2-3 others from your Divisions that are interested in serving.

   b. Course/Program Sunset Policy – Erik Woodbury – last spring we started discussing a sunset policy for course that are not being offered. Review the initial policy developed. It will be implemented next 2024-2045 academic year. Looking for courses that have zero enrollment over a 3-year period. This will be brough back at our next meeting then, if approved, go to Academic Senate for approval.

   c. Fall 2024 Courses – Erik Woodbury - TABLED

   d. SLO Curriculum Rep – Erik Woodbury – Need a Curriculum rep. Rachel Catuiza and Marco Marquez have volunteered on a rotating basis. One more volunteer is requested.

   e. Create Sample Matrices – Erik Woodbury - TABLED

   f. OER – Erik Woodbury – Shagun Kaur – Kaur shared some useful OER files. If you have any more questions, please contact her.

   g. Foothill New Courses and New Programs – TABLED

   h. Public Comments

6. **MEETING ADJOURNED —** (M/S/C— Gainer/ Lakshmanan)

APPENDIX A

C DD057.		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process

C DD073.		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Outline - Course Outline	Required	Sub-topic A: Begin with a Bloom's Taxonomy verb - see http://dilbert.fhda.edu/curriculum/Init_bloom.html for a list of Bloom's verbs ("Understand" is not a measurable verb)
Learning Outcomes - Course Objectives	Required	Edit the corresponding sub-topic A to match

CISD045A		
NONE		

CISD395D		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process. Must match credit version
Basic Course Information - Proposal Details	Required	Upload the program requirements file that indicates where this course will belong
Basic Course Information - Course Justification	Required	Must match credit version with the exception of transferability and program applicability.
Blue Form	Required	Even though this is a new course. Noncredit courses have no load. Change answer to no and delete the information in the "New" field

Specification - Examples of Primary Texts and References	Question/Response	Listed text is 8 years old. Are there newer example texts that are comparable that can be listed? Are there OER options available? Alternatively, is this a classic/definitive text? RESPONSE - Like I said, the course content has not changed and neither have the case studies. This is a definitive study guide with case studies that teaches how to do Outsourcing experientially. I search for text online each time I revise the course outline and find nothing comparable. The current book rule (within the last five years) may not apply. The outsourcing process does not change that rapidly. Additionally, PMI (Project Management Institute) does not provide any references in this regard but is a skill needed in Project Management Realm. AI is in its emergence and next time this course is reviewed, there will new competencies added, with content updated.

E SD069.		
Area	**Edit Type**	**Edit**
Specification - Methods of Instruction	Required	Course outlines are agnostic about modality: Is there a specific reason that you want to emphasize (or limit) to virtual guest speakers? Remove all references to specific modalities.
Specification - Methods of Instruction	Required	Virtual class meetings: This would be a change of modality; remove this, since as long as it's specified in the online/hybrid form it should be fine.
Specification - Essential Student Materials	Required	"Online course" does not need to be noted on the COR, but instead the online/hybrid form
Learning Outcomes - CSLOs	Recommended	CSLO#1: "Understand" is not Bloom's language, consider changing it (e.g. "identify"; "recognize")
Entire COR as applicable	Required	Require: In order to increase the units, the expansion of current objectives and update in rigor must be shown in the course outline. Please update the COR to reflect this or direct us to the changes already made to evaluate. If you would like to discuss this, please contact Erik Woodbury, Faculty Co-Chair, at woodburyerik@fhd.edu

The rationale to increase the number of units is that the original 1-unit course did not give students enough rigor, material, and assignments to get a good background in Energy Management to be successful in the program later on. The requested 2-unit course will expand on the current objectives.

• Historically the existing course outline has been overloaded for a 1-unit course. The amount of content |

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		exceeded our students' expectations for the workload for a single unit course. • Rigor will be added to the existing COR for mathematical computations and acumen in assessing current energy performance to better understand basic energy management. • The COR has been updated to include the FHDACCD Sustainability Action Plan. Students will now understand, evaluate, and apply data relevant to the two campuses' energy management plan. • Removed the outdated Community College Statewide Energy Management Plan (SEMP) to tie-in an additional project the FHDACCD sustainability action plan, to get students involved in the campus community building sustainability efforts.

E SD078.		
Area	**Edit Type**	**Edit**
Outline - Course Outline	Required	Objectives A and C do not use Bloom's language. "Identify" or "Describe" might be more appropriate?
Learning Outcomes - Course Objectives	Required	Edit the corresponding Objective A and C from the course outline to match
Summary of Revisions	Required	Complete the Summary of Revisions tab
Specification - Methods of Evaluation	Question/Response	Is there a particular reason the final exam is 1 hour? Is this time allotted similar to a certification in the field? RESPONSE - Bill Roeder answered on behalf of Richard Holman, "I'm not sure why Richard specifically stated a "1-hour final exam" for ES 78. As a practice, the EMBS team holds final exams for the entire time they are scheduled. If we remove the "1 hour" length for the final exam, will that answer the curriculum committee's question? If so, let's remove it."

E SD079.		
Area	**Edit Type**	**Edit**
Specification - Essential Student Materials	Required	Internet access and internet devices are standard materials and should not be listed. Please remove.
Specification - Essential Student Materials	Required	please add more specifics about "advanced functions" for calculator.

Learning Outcomes - CSLOs	Recommended	CSLO #3 does not use Bloom's language. Recommended to find another verb outside of "Understand".
Entire COR as applicable	Required	Require: In order to increase the units, the expansion of current objectives related to increased material and increase in taxonomy must be shown in the course outline. Please update the COR to reflect this or direct us to the changes already made to evaluate. If you would like to discuss this, please contact Erik Woodbury, Faculty Co-Chair, at woodburyerik@fhd.edu
Summary of Revisions	Required	Complete the Summary of Revisions tab

E SD081.		
Area	**Edit Type**	**Edit**
Specification - Methods of Instruction	Required	Course outlines are agnostic about modality: Is there a specific reason that you want to emphasize (or limit) to virtual guest speakers? Remove all references to specific modalities.
Specification - Methods of Instruction	Required	Virtual class meetings: This would be a change of modality; remove this, since as long as it's specified in the online/hybrid form it should be fine.
Specification - Essential Student Materials	Required	"Online course" does not need to be noted on the COR, but instead the online/hybrid form
Entire COR as applicable	Required	Require: In order to increase the units, the increase in depth of current objectives and addition of new course assignments/activities must be shown in the course outline. Please update the COR to reflect this or direct us to the changes already made to evaluate. If you would like to discuss this, please contact Erik Woodbury, Faculty Co-Chair, at woodburyerik@fhd.edu

The current course objectives dealing with energy building codes are quite extensive and will be covered in more depth. Also, the instructor is proposing to expand on the Building Energy Model objective by students engaging in a hands-on virtual desktop building modeling software that was not available previously.

• Historically the existing course outline has been overloaded for a 2-unit course. The amount of content and information exceeded our students' expectations for the workload for a single unit course.

• The COR refers to a Building Energy Modeling (BEM) application (objective 7). Previously, (face-to- |

		face, pre-COVID) class time was used with a laptop cart for students to get hands-on BEM software experience.
		• Currently the College now has Virtual Desktop Application access for students. The increase of 1-unit will allow time for students to learn the software and create a BEM of a campus building.
		• The learning curve for a Building Energy Management software program like *EnergyPro* is steep and will require additional class and homework time but will be beneficial for the student's energy management career path.

EWRTD030.		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
De Anza GE Form	Required	GE Form must list where to find supporting items in the COR. Example: for Criterion 2: Writing: Specifications, Methods of evaluation, 4: "Imaginative and creative nonfiction writing evaluated according to criteria such as technical proficiency, development/depth, originality/creativity, and personal/social insight."
De Anza GE Form	Required	You cannot cite items for methods of instruction

De Anza GE Form

Criteria 1 - Present core concepts and scope that define the discipline.		
Area	**Edit Type**	**Edit**
Criteria 1	Required	Cannot cite from "Methods of Instruction." This criterion most often satisfired by citing a portion of the outline.

Criteria 2 - Foster oral and written communication and collaborative exercises.		
Area	**Edit Type**	**Edit**

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Criteria 2	Required	Please cite specific areas of COR. Text should match what is listed in COR. Please organize for clarity

Criteria 3 - Stimulate critical thinking.		
Area	**Edit Type**	**Edit**
Criteria 3	Required	Please cite specific areas of COR. Text should match what is listed in COR. Please organize for clarity

Criteria 4 - Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives.		
Area	**Edit Type**	**Edit**
Criteria 4	Required	Please cite specific areas of COR. Text should match what is listed in COR. Please organize for clarity
Criteria 4	Required	Example given does not fully support required criterion. Consider citing Course Outline C. and E.

Criteria 5 - Provide global and historical context.		
Area	**Edit Type**	**Edit**
Criteria 5	Required	Please cite specific areas of COR. Text should match what is listed in COR and cannot cite Methods of Instruction. Please organize for clarity
Criteria 5	Required	Example given does not fully support required criterion. Consider updating the Course Outline to more clearly identify where global and historical context is given.

Criteria 6 - Use real-world or hands-on applications that will provide a context for the concepts being discussed.		
Area	**Edit Type**	**Edit**
Criteria 6	Required	Please cite specific areas of COR. Text should match what is listed in COR and cannot cite Methods of Instruction. Please organize for clarity

		Example given does not fully support required criterion. Consider citing Assignments. 5: At least one work prepared for publication
Criteria 6	Required	

EWRTD042.		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Specification - Examples of Primary Texts and References	Required	First 2 references need to be separated out into the individual fields
Outline - Course Outline	Gram/Spell/Punc Error	Sub-Topic A - listed items need to be capitalized.

HTECD101L		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Basic Course Information - Stand-Alone Statement	Required	please complete stand-alone statement for this course
Specification - Assignments	Required	only reading and witing assignments are listed. Are there practical/ hands-on assignments that are done in lab as well? Methods of evaluation suggests there is
Specification - Methods of Evaluation	Required	How is writing evaluated?
Outline - Course Outline	Required	Objective A: Please begin with a Bloom's Taxonomy verb - "Demonstrate professional behavior throughout the blood collection process numerous times/repeatedly"
Learning Outcomes - Course Objectives	Required	Edit the corresponding Objective A from the course outline to match
Summary of Revisions	Required	Complete the Summary of Revisions tab

Outline - Course Outline	Question/Response	The outlines for 101L and 101M look identical. Please identify what makes one intermediate and one advanced. RESPONSE - Years ago, you helped us set up these two stand-alone labs based on the needs of each student and because repeatability was going away. This is why they were set up this way. The two labs are almost identical except the unit value is different and the type of the student that enrolls in each class will be different. Students must pass 101A and then be eligible to enroll in 101L or 101M, which are optional. Objective A-D from the course online is signed off by a competency check performed by the instructor in all 3 labs. Depending on how they perform they are then invited to enroll in L or M. What makes them different is the content knowledge retention, performance, and situation of each student, as mentioned in my previous email. These students are waiting to go out and perform 160 hours of an externship drawing blood at a lab. We have 5 labs and 15-20 students waiting to be scheduled. They cannot go out all at the same time. They need to keep practicing maintaining their skills current before drawing on a patient. In addition to waiting to be placed in a lab, the students are coming back from vacation, maternity leave, recency, feeling they need more confidence, etc. Therefore, depending on the situation they are placed in either L or M. Students who need more phlebotomy experience will enroll in 101L. Those that are just waiting to be scheduled enroll in 101M.

HTECD101M		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Basic Course Information - Stand-Alone Statement	Required	please complete stand-alone statement for this course
Specification - Assignments	Required	only reading and witting assignments are listed. Are there practical/ hands-on assignments that are done in lab as well? Methods of evaluation suggests there is
Specification - Methods of Evaluation	Required	How is writing evaluated?

Outline - Course Outline	Required	Objective A: Please begin with a Bloom's Taxonomy verb - "Demonstrate professional behavior throughout the blood collection process numerous times/repeatedly"
Summary of Revisions	Required	Complete the Summary of Revisions tab
Outline - Course Outline	Question/Response	The outlines for 101L and 101M look identical. Please identify what makes one intermediate and one advanced. RESPONSE - Years ago, you helped us set up these two stand-alone labs based on the needs of each student and because repeatability was going away. This is why they were set up this way. The two labs are almost identical except the unit value is different and the type of the student that enrolls in each class will be different. Students must pass 101A and then be eligible to enroll in 101L or 101M, which are optional. Objective A-D from the course online is signed off by a competency check performed by the instructor in all 3 labs. Depending on how they perform they are then invited to enroll in L or M. What makes them different is the content knowledge retention, performance, and situation of each student, as mentioned in my previous email. These students are waiting to go out and perform 160 hours of an externship drawing blood at a lab. We have 5 labs and 15-20 students waiting to be scheduled. They cannot go out all at the same time. They need to keep practicing maintaining their skills current before drawing on a patient. In addition to waiting to be placed in a lab, the students are coming back from vacation, maternity leave, recency, feeling they need more confidence, etc. Therefore, depending on the situation they are placed in either L or M. Students who need more phlebotomy experience will enroll in 101L. Those that are just waiting to be scheduled enroll in 101M.

HUMID020.		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process

NUTRD062.		
Area	**Edit Type**	**Edit**
Specification - Methods of Evaluation	Required	It is unclear if there is a final exam or culminating project. If the nutritional assessment is the final project, then make it more explicit. If there is not one, please include one.
Specification - Examples of Primary Texts and References	Recommended	"Eating for Endurance" is from 2003, which seems to be fairly old for a primary text. We recommend utilizing a more recent text unless this is a foundational text. Alternatively it could be moved to suggested readings.
Summary of Revisions	Required	Complete the Summary of Revisions tab
Outline - Course Outline	Question/Response	There appear to be no changes to the lecture component of the course under the objectives. Is there a particular reason for this? RESPONSE - As you know, NUTR62G is a 1 unit course on the topic of weight loss. It is intended to help students who want to lose weight or those who want/need to understand the process of losing weight for personal reasons or as it applies to their current or future career. It focuses on the mechanics of the weight loss process, from a behavioral perspective. The topics have not grown or shrunk. Whereas the science of nutrition absolutely changes over time, and it IS appropriate to update the course content to reflect new research and practices,t hat is not the case for weight loss, as it is taught in this little 1 unit course. That WOULD be the case if the course was a bigger course with a much broader scope than NUTR 62G. Let me be clear: The course content does not focus on the specifics of currently trendy diets. Rather, it focuses on how to identify helpful and harmful diets. This is because whatever diets are popular today, those will be replaced with new ones in the future. I believe my role as a teacher is more effective if I give students the tools to evaluate weight loss diets that will come down the pike long after this course is over. Currently popular, trendy diets do come up in discussions, but they don't get included on the quizzes.

NUTRD062G		
Area	**Edit Type**	**Edit**
Specification - Examples of Primary Texts and References	Recommended	"Thin for Life" is from 2004, which seems to be fairly old for a primary text. We recommend utilizing a more recent text unless this is a foundational text. Alternatively it could be moved to suggested readings.

Approved 12/5/2023 as presented.

Summary of Revisions	Required	Complete the Summary of Revisions tab
		There appear to be no changes to the lecture component of the course under the objectives. Is there a particular reason for this? RESPONSE - As you know, NUTR62G is a 1 unit course on the topic of weight loss. It is intended to help students who want to lose weight or those who want/need to understand the process of losing weight for personal reasons or as it applies to their current or future career. It focuses on the mechanics of the weight loss process, from a behavioral perspective. The topics have not grown or shrunk. Whereas the science of nutrition absolutely changes over time, and it IS appropriate to update the course content to reflect new research and practices,t hat is not the case for weight loss, as it is taught in this little 1 unit course. That WOULD be the case if the course was a bigger course with a much broader scope than NUTR 62G. Let me be clear: The course content does not focus on the specifics of currently trendy diets. Rather, it focuses on how to identify helpful and harmful diets. This is because whatever diets are popular today, those will be replaced with new ones in the future. I believe my role as a teacher is more effective if I give students the tools to evaluate weight loss diets that will come down the pike long after this course is over.
Outline - Course Outline	Question/Response	Currently popular, trendy diets do come up in discussions, but they don't get included on the quizzes.

PARAD088.		
Area	**Edit Type**	**Edit**
Basic Course Information - Course Justification	Required	State only one program
		There appear to be no changes to the lecture component of the course under the objectives. Is there a particular reason for this? RESPONSE - The lecture / materials / topics that must be taught have not changed. Our curriculum focuses on preparing students for a career in the legal field. While some laws and processes are updated, the material is essentially the same. While there is now an asynchronous portion of almost all of the courses in the program, the instructor is
Outline - Course Outline	Question/Response	

		responsible for ensuring that the material covered is substantially the same as when all courses were fully synchronous. Some instructors will accomplish this through a recorded lecture with in-person opportunities for clarification. This is why there was no change listed to the lecture portion.

PHILD020A		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Justification - use complete sentences; Incomplete sentences will be edited during catalog production process
Summary of Revisions	Required	Complete the Summary of Revisions tab; i.e. be sure to include 'textbook updates' under the Specifications field
Outline - Course Outline	Recommended	There are multiple verbs in objectives. 4 and 5 have four verbs. Is there a way to make this more concise or simplify?

De Anza GE Form

Criteria 2 - Foster oral and written communication and collaborative exercises.		
Area	**Edit Type**	**Edit**
Specification - Assignments	Recommended	More clearly define the collaborative exercise and how it is evaluated in the COR

PHILD020B		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Outline - Course Outline	Recommended	There are multiple verbs in objectives. 4 and 5 have four verbs. Is there a way to make this more concise or simplify?

Approved 12/5/2023 as presented.

Criteria 2 - Foster oral and written communication and collaborative exercises.		
Area	**Edit Type**	**Edit**
Specification - Assignments	Recommended	More clearly define the collaborative exercise and how it is evaluated in the COR

PHILD020C		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Outline - Course Outline	Recommended	There are multiple verbs in objectives. 4 and 5 have four verbs. Is there a way to make this more concise or simplify?

Criteria 2 - Foster oral and written communication and collaborative exercises.		
Area	**Edit Type**	**Edit**
Specification - Assignments	Recommended	More clearly define the collaborative exercise and how it is evaluated in the COR

PHTGD007.		
Area	**Edit Type**	**Edit**
Learning Outcomes - Course Objectives	Gram/Spell/Punc Error	Objective 1 needs uniform capitalization
Outline - Course Outline AND Learning Outcomes - Course Objectives	Required	Learning Outcomes - Course objectives must be the same as the the sub-topics (A, B...) from the Outline - Course Outline. There is a mismatch as there is an extra objective, "Discuss current..." on the Learning Outcomes - Course Objectives. If this is an objective; 1) Add it to the Outline - Course Outline and expand with at least 2 sections OTHERWISE delete the objective
Specification - Essential Student Materials	Required	Remove Internet accessibility and Computer access. These are assumed for all students based on campus resources.

Approved 12/5/2023 as presented.

Specification - Essential College Facilities	Required	Remove all except reference to Kanopy (or similar service)

De Anza GE Form

Criteria 1 - Present core concepts and scope that define the discipline.		
Area	**Edit Type**	**Edit**
Specification - Methods of Evaluation	Recommended	You only need to cite 1-2 supporting examples

Criteria 6 - Use real-world or hands-on applications that will provide a context for the concepts being discussed.		
Area	**Edit Type**	**Edit**
Criteria 6	Required	All criteria must be satsfied in order to be DA GE. You can cite the same here as in criteria 5, or you can cite weekly photographic exercises from the assignments. You satisfy this requirement, you just didn't list it on the form. Please update for future reference. Thanks

PHTGD057B		
Area	**Edit Type**	**Edit**
Basic Course Information - Course Justification	Required	Course Justification - edit to remove course ID and/or course title
Specification - Methods of Evaluation	Required	Indicate the final exam/project. Is the presentation portfolio book a final project? If so, please add that that this is the final project otherwise add a sub-topic for the final exam/project
Outline - Course Outline	Required	Sub-topic A: Begin with a Bloom's Taxonomy verb - see http://dilbert.fhda.edu/curriculum/Init_bloom.html for a list of Bloom's verbs ("Understand" is not a measurable verb)
Learning Outcomes - Course Objectives	Required	Edit the corresponding sub-topic A to match

PHTGD357B

Area	Edit Type	Edit
Basic Course Information - Course Justification	Required	Course Justification - edit to remove course ID and/or course title
Specification - Methods of Evaluation	Required	Indicate the final exam/project. Is the presentation portfolio book a final project? If so, please add that that this is the final project otherwise add a sub-topic for the final exam/project
Learning Outcomes - CSLOs	Required	CSLO's between the credit and noncredit version must match
Outline - Course Outline	Required	Sub-topic A: Begin with a Bloom's Taxonomy verb - see http://dilbert.fhda.edu/curriculum/Init_bloom.html for a list of Bloom's verbs ("Understand" is not a measurable verb)
Learning Outcomes - Course Objectives	Required	Edit the corresponding sub-topic A to match

POLID001.

Area	Edit Type	Edit
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Learning Outcomes - CSLOs	Recommended	Begin with a Bloom's Taxonomy verb - see http://dilbert.fhda.edu/curriculum/Init_bloom.html for a list of Bloom's verbs
Outline - Course Outline	Gram/Spell/Punc Error	C.2.a-i needs to be capitalized
De Anza GE Form	Required	Please copy/paste a sentence or two for each supporting portion of the course outline.
De Anza GE Form	Required	Only cite 1-2 supporting details from the COR for each criterion (Do not list "Outline, B-H")

De Anza GE Form

Criteria 1 - Present core concepts and scope that define the discipline.		
Area	**Edit Type**	**Edit**
Criteria 1	Recommended	remove reference to methods of evaluation section. Not needed.

POLID001H

Approved 12/5/2023 as presented.

Area	Edit Type	Edit
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Basic Course Information - Foothill Equivalency	Required	Enter the same data as POLI 1
Learning Outcomes - CSLOs	Recommended	Begin with a Bloom's Taxonomy verb - see http://dilbert.fhda.edu/curriculum/Init_bloom.html for a list of Bloom's verbs
Outline - Course Outline	Gram/Spell/Punc Error	C.2.a-i needs to be capitalized
De Anza GE Form	Required	Please copy/paste a sentence or two for each supporting portion of the course outline.
De Anza GE Form	Required	Only cite 1-2 supporting details from the COR for each criterion (Do not list "Outline, B-H")

De Anza GE Form

Criteria 1 - Present core concepts and scope that define the discipline.		
Area	Edit Type	Edit
Criteria 1	Recommended	remove reference to methods of evaluation section. Not needed.

WMSTD001.		
Area	Edit Type	Edit
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Basic Course Information - Course Justification	Required	Please be more specific as to which liberal arts degree this course belongs.
Basic Course Information - Course Justification	Required	Please classify transferability
Summary of Revisions	Required	Complete the Summary of Revisions tab

De Anza GE Form

Criteria 2 - Foster oral and written		

communication and collaborative exercises.		
Area	**Edit Type**	**Edit**
Criteria 2	Required	Please cite examples for both oral communication and Collaborative exercises found in the outline.

WMSTD031.		
Area	**Edit Type**	**Edit**
Basic Course Information - General Information	Required	Course Description - use complete sentences; Incomplete sentences will be edited during catalog production process
Basic Course Information - Course Justification	Required	Please be more specific as to which liberal arts degree this course belongs.
Summary of Revisions	Required	Complete the Summary of Revisions tab

De Anza GE Form

Criteria 2 - Foster oral and written communication and collaborative exercises.		
Area	**Edit Type**	**Edit**
Criteria 2	Required	Please cite examples for both oral communication and Collaborative exercises found in the outline.