De Anza College
Program Outline Report

Program Basics

Program Title:	Cal-GETC
Program Status:	In development
Department:	COUN - Counseling
Award Type:	Certificate of Achievement-Advanced (COA-A) (Credit)
Program Description	This Certificate of Achievement-Advanced (COAA) is designed for students planning to transfer to either the University of California (UC) or the California State University (CSU) systems. It offers a program of study that meets the California General Education Transfer Curriculum (Cal-GETC) requirements. Though completion of lower-division general education is not usually required to transfer,* and not recommended for certain majors, most students should make completion of all or most of Cal-GETC a priority, along with completion of their lower-division major coursework. Students are advised to meet with a counselor or academic advisor to discuss transfer requirements, including general education, lower division major preparation, minimum and competitive GPAs, and the transfer admission process. To earn this COAA, students must complete a minimum of 45 quarter units distributed among the six areas outlined below, with a "C" grade or higher in each course (or with a "Pass" if the course was taken on a Pass/No Pass basis and the "Pass" is equal to a "C" or higher grade). Courses for this COAA are approved for a specific academic year, so catalog rights do not apply. Courses completed for this COAA must be on the approved list during the year in which they were taken. A minimum of 16 units must be completed at De Anza College. Important: The COAA differs from the Cal-GETC "certification form" required by most UC and CSU campuses to verify completion of lower division general education work. Not all criteria required for the COAA applies to this "certification." Upon enrolling in final course requirements and receiving conditional admission to the university, students must submit a request for certification to the De Anza College Admissions and Records Office. Cal-GETC certification request forms are available online at https://www.deanza.edu/admissions/evaluations/generaleducation.html *A college or specific program may specify that full Cal-GETC certification is required for admission under certain conditions. Students should meet with a De Anza counselor or academic advisor to determine if Cal-GETC is the best option to meet their specific transfer goals.
Control Number:	No value
Credential ID:	COAA_CalGETC
TOP Code (SP01) :	4901.10
TOP Code (SP01) :	Transfer Preparation
CIP Code:	(24.0101) Liberal Arts and Sciences/Liberal Studies.
Maximum Units:	45
Minimum Units:	45
Curriculum Committee Approval Date:	No value
Board of Trustees Approval Date:	No value

Proposal Details

Proposal Start: Fall 2025

Submission Rationale

No value

Program Files Upload

Program Requirements File - ALL certificate/degree programs

No Value

LMI File - ALL CTE certificate/degree programs

No Value

Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

No Value

Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

Transfer

Program Header

Program Header

Transfer Studies

Program Division

Program Division

2ST

Program Sub-Award

Program Sub-Award

NA

Comments - Program

Stage 2: CTE Dean

No Value

Stage 3: Department Chair

No Value

Stage 4: Division Curriculum Representative

No Value

Stage 5: Division Dean

No Value

Stage 6: SLO Coordinator

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

No Value

Program Apprenticeship

No Value

Program CDCP Eligibility Criteria

No Value

Program Employment Potential

No Value

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

COAA_CalGETC (Total 45)
Complete the following number of units: 45

IMPORTANT NOTE: See Cal-GETC pattern found at deanza.edu/articulation/ge-requirements.	0
IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses have a cross-listed and/or honors version. Students will receive credit for only one version of the course.	0
Note: This is an exception to the Certificate of Achievement-Advanced Requirements. The requirements are stated within the description.	0

Administration of Justice: (Total 0)
Complete the following number of units: 0

ADMJD001. - Introduction to Administration of Justice	4
ADMJD003. - Concepts of Criminal Law	4
ADMJD005. - Community Relations	4
ADMJD006. - Crime, Correction and Society	4
ADMJD029. - Ethnic Studies, Cultural Pluralism, and American Law and Justice	4

African American Studies: (Total 0)
Complete the following number of units: 0

AFAMD010. - An Introduction to African American Studies	4
AFAMD011. - Sankofa: Roots of the African American Experience	4
AFAMD012A - African American History to 1865	4
AFAMD012B - African American History Since 1865	4
AFAMD025. - Introduction to Black Feminism	4

Anthropology: (Total 0)
Complete the following number of units: 0

ANTHD001. - Physical Anthropology	4
ANTHD001H - Physical Anthropology - HONORS	4
ANTHD001L - Physical Anthropology Laboratory	1
ANTHD002. - Cultural Anthropology	4
ANTHD002H - Cultural Anthropology - HONORS	4
ANTHD003. - Introduction to Archaeology	4
ANTHD004. - World Prehistory	4
ANTHD005. - Magic, Science and Religion	4
ANTHD006. - Linguistic Anthropology	4
ANTHD007. - Introduction to Forensic Anthropology	4
ANTHD008. - Medical Anthropology: Methods and Practice	4
ANTHD012. - Introduction to Applied Anthropology	4
ANTHD014. - Anthropology of Globalization	4
ANTHD016. - Anthropology of Art	4

Arts: (Total 0)
Complete the following number of units: 0

ARTSD001A - Introduction to the Visual Arts	4
ARTSD001B - Architecture Past and Present	4
ARTSD001C - Introduction to Museum Studies	4
ARTSD002A - History of Art: Europe from Prehistory through Early Christianity	4
ARTSD002B - History of Art: Europe During the Middle Ages and the Renaissance	4
ARTSD002C - History of Art: Europe from the Baroque Period Through Impressionism	4
ARTSD002D - History of Art: Europe and the United States from Post-Impressionism to the Present	4
ARTSD002F - History of Art (Multicultural Arts in the United States)	4
ARTSD002G - History of Art: Arts of Asia	4
ARTSD002H - History of Art: Native Arts of Mesoamerica and the Andes	4
ARTSD002J - History of Art: Arts of Africa, Oceania and Native North America	4
ARTSD03TC - Women and Art	4
ARTSD03TE - Today's Art Scene	4

Asian American Studies: (Total 0)
Complete the following number of units: 0

ASAMD001. - Asian American Experiences Past to Present	4
ASAMD010. - Contemporary Asian American Communities	4
ASAMD011. - Asian Americans and Racism	4
ASAMD012. - Asian Americans and American Ideals, Institutions and Politics	4
ASAMD013. - Asian Americans and Asia	4
ASAMD020. - Asian Pacific American Literature	4
ASAMD021. - Asian Pacific Americans Make Culture	4
ASAMD022. - Asian American Women	4
ASAMD030. - Filipinx American History and Culture	4

ASAMD032. - Vietnamese Literature from Traditional to Asian American Expressions	4
ASAMD040. - History of Art: Arts of Asia	4
ASAMD041. - Introduction to Korean Popular Culture	4

Astronomy: (Total 0)
Complete the following number of units: 0

ASTRD004. - Solar System Astronomy	5
ASTRD010. - Stellar Astronomy	5
ASTRD015L - Astronomy Laboratory	1

Biology: (Total 0)
Complete the following number of units: 0

BIOLD006A - Form and Function in the Biological World	6
BIOLD06AH - Form and Function in the Biological World - HONORS	6
BIOLD006B - Cell and Molecular Biology	6
BIOLD006C - Ecology and Evolution	6
BIOLD06CH - Ecology and Evolution - HONORS	6
BIOLD010. - Introductory Biology	5
BIOLD010H - Introductory Biology - HONORS	5
BIOLD011. - Human Biology	5
BIOLD013. - Marine Biology	5
BIOLD015. - California Ecology	5
BIOLD026. - Introductory Microbiology	6
BIOLD040C - Human Anatomy and Physiology III	5

Chemistry: (Total 0)
Complete the following number of units: 0

CHEMD001A - General Chemistry I	5
CHEMD01AH - General Chemistry I - HONORS	5
CHEMD001B - General Chemistry II	5
CHEMD01BH - General Chemistry II - HONORS	5
CHEMD001C - General Chemistry III	5
CHEMD010. - Introductory Chemistry	5
CHEMD025. - Preparation Course for General Chemistry	5
CHEMD030A - Introduction to General, Organic and Biochemistry I	5
CHEMD030B - Introduction to General, Organic and Biochemistry II	5

Chicanx/Latinx Studies: (Total 0)
Complete the following number of units: 0

CHLXD010. - Introduction to Chicanx and Latinx Studies	4
CHLXD011. - Chicanx Culture	4
CHLXD012. - Chicanx and Latinx History	4
CHLXD013. - The Chicanx and Latinx and the Arts	4
CHLXD026. - La Mujer: Latina Life and Experience	4
CHLXD035. - Chicano/a, Latino/a Literature	4

Child Development (Total 0)
Complete the following number of units: 0

C DD010G - Child Development (The Early Years)	4
C DD010H - Child Growth and Development (Middle Childhood and Adolescence)	4
C DD012. - Child, Family and Community Interrelationships	4

Communication Studies: (Total 0)
Complete the following number of units: 0

COMMC1000 - Introduction to Public Speaking	5
COMMC1000H - Introduction to Public Speaking - HONORS	5
COMMD007. - Intercultural Communication	4
COMMD007H - Intercultural Communication - HONORS	4
COMMD009. - Argumentation: Analysis of Oral and Written Communication	5
COMMD009H - Argumentation: Analysis of Oral and Written Communication - HONORS	5
COMMD010. - Fundamentals of Oral Communication	5
COMMD010H - Fundamentals of Oral Communication - HONORS	5
COMMD020. - Performance Studies	4

Comparative Ethnic Studies: (Total 0)
Complete the following number of units: 0

CETHD008. - Women of Color in the USA	4
CETHD010. - Introduction to Ethnic Studies	4
CETHD011. - Race and Ethnicity: Belonging and Exclusion in the U.S.	4
CETHD013. - History of Art (Multicultural Arts in the United States)	4
CETHD019. - Masculinities in U.S. Culture and Society	4
CETHD029. - Ethnic Studies, Cultural Pluralism, and American Law and Justice	4

Dance: (Total 0)
Complete the following number of units: 0

DANCD038A - Appreciation of Dance	4

Economics: (Total 0)
Complete the following number of units: 0

ECOND001. - Principles of Macroeconomics	4
ECOND001H - Principles of Macroeconomics - HONORS	4
ECOND002. - Principles of Microeconomics	4
ECOND002H - Principles of Microeconomics - HONORS	4
ECOND003. - Environmental Economics	4
ECOND003H - Environmental Economics - HONORS	4
ECOND004. - Economics of Public Issues	4
ECOND005. - Behavioral Economics	4

English as a Second Language: (Total 0)
Complete the following number of units: 0

ESLD005. - Advanced Composition and Reading	5
ESLD006. - Critical Reading and Research for Writing	5

English Literature: (Total 0)

Complete the following number of units: 0

ELITD008. - Children's Literature	4
ELITD010. - Introduction to Fiction	4
ELITD010H - Introduction to Fiction - HONORS	4
ELITD011. - Introduction to Poetry	4
ELITD012. - Introduction to Dramatic Literature	4
ELITD017. - Introduction to Shakespeare	4
ELITD017H - Introduction to Shakespeare - HONORS	4
ELITD019. - Introduction to the Bible as Literature	4
ELITD021. - Women in Literature	4
ELITD022. - Mythology and Folklore	4
ELITD024. - Asian Pacific American Literature	4
ELITD028. - Young Adult Literature	4
ELITD038. - Utopian/Dystopian Literature	4
ELITD039. - Contemporary Literature	4
ELITD040. - African American Literature	4
ELITD041. - Ethnic Literature of the United States	4
ELITD041H - Ethnic Literature of the United States - HONORS	4
ELITD046A - Major British Writers (Medieval and Renaissance)	4
ELITD46AH - Major British Writers (Medieval and Renaissance) - HONORS	4
ELITD046B - Major British Writers (Neo-Classical and Romantic)	4
ELITD46BH - Major British Writers (Neo-Classical and Romantic) - HONORS	4
ELITD046C - Major British Writers (Victorian and Modern)	4
ELITD46CH - Major British Writers (Victorian and Modern) - HONORS	4
ELITD047A - World Literature: Antiquity to the 1500s	4
ELITD047B - World Literature: Africa and Latin America	4
ELITD048A - Major American Writers (Colonial to Romantic, 1620-1865)	4
ELITD48AH - Major American Writers (Colonial to Romantic, 1620-1865) - HONORS	4
ELITD048B - Major American Writers (The Advent of Realism, 1865-1914)	4
ELITD48BH - Major American Writers (The Advent of Realism, 1865-1914) - HONORS	4
ELITD048C - Major American Writers (The Modern Age, 1914-the Present)	4
ELITD48CH - Major American Writers (The Modern Age, 1914-the Present) - HONORS	4

English Writing: (Total 0)
Complete the following number of units: 0

ENGLC1000 - Academic Reading and Writing	5
ENGLC1000H - Academic Reading and Writing - HONORS	5
ENGLC1001 - Critical Thinking and Writing	5
ENGLC1001H - Critical Thinking and Writing - HONORS	5
EWRTD001C - Literature and Composition	5

Environmental Science: (Total 0)

Complete the following number of units: 0

ESCID001. - Environmental Science	4
ESCID001L - Environmental Science Laboratory	1
ESCID019. - Environmental Biology	5

Environmental Studies: (Total 0)
Complete the following number of units: 0

E SD001. - Introduction to Environmental Studies	4
E SD003. - Imagery of the Environment	4
E SD004. - Energy, the Environment, and Society	4

Film and Television: (Total 0)
Complete the following number of units: 0

F/TVD001. - Introduction to Cinematic Arts	4
F/TVD001H - Introduction to Cinematic Arts - HONORS	4
F/TVD002A - History of Cinema (1895-1950)	4
F/TVD02AH - History of Cinema (1895-1950) - HONORS	4
F/TVD02AW - History of Cinema (1895-1950)	4.5
F/TVD2AWH - History of Cinema (1895-1950) - HONORS	4.5
F/TVD002B - History of Cinema (1950-Present)	4
F/TVD02BH - History of Cinema (1950-Present) - HONORS	4
F/TVD02BW - History of Cinema (1950-Present)	4.5
F/TVD2BWH - History of Cinema (1950-Present) - HONORS	4.5
F/TVD002C - Contemporary World Cinema	4
F/TVD02CH - Contemporary World Cinema - HONORS	4
F/TVD02CW - Contemporary World Cinema	4.5
F/TVD2CWH - Contemporary World Cinema - HONORS	4.5
F/TVD003A - American Cultures in Film	4
F/TVD010. - Introduction to Electronic Media	4
F/TVD010H - Introduction to Electronic Media - HONORS	4

French: (Total 0)
Complete the following number of units: 0

FREND003. - Elementary French (Third Quarter)	5

Geography: (Total 0)
Complete the following number of units: 0

GEOD001. - Physical Geography	4
GEOD004. - Cultural Geography	4
GEOD005. - A Geography of California	4
GEOD010. - World Regional Geography	4

Geology: (Total 0)
Complete the following number of units: 0

GEOLD010. - Introductory Geology	5
GEOLD020. - General Oceanography	4

German: (Total 0)

Complete the following number of units: 0

GERMD003. - Elementary German (Third Quarter)	5
GERMD004. - Intermediate German (First Quarter)	5

Hindi: (Total 0)
Complete the following number of units: 0

HNDID003. - Elementary Hindi (Third Quarter)	5

History: (Total 0)
Complete the following number of units: 0

HISTD003A - World History from Prehistory to 750 CE	4
HISTD03AH - World History from Prehistory to 750 CE - HONORS	4
HISTD003B - World History from 750 to 1750 CE	4
HISTD03BH - World History from 750 to 1750 CE - HONORS	4
HISTD003C - World History from 1750 CE to the Present	4
HISTD03CH - World History from 1750 CE to the Present - HONORS	4
HISTD006A - History of Western Civilization: Pre-History to 750 C.E.	4
HISTD06AH - History of Western Civilization: Pre-History to 750 C.E. - HONORS	4
HISTD006B - History of Western Civilization: 750 C.E. to 1750 C.E.	4
HISTD06BH - History of Western Civilization: 750 C.E. to 1750 C.E. - HONORS	4
HISTD006C - History of Western Civilization: 1750 C.E. to Present	4
HISTD06CH - History of Western Civilization: 1750 C.E. to Present - HONORS	4
HISTD007A - Colonial Latin American History (Being Revised)	4
HISTD007B - Modern Latin American History (Being Revised)	4
HISTD009. - Women in American History	4
HISTD009H - Women in American History - HONORS	4
HISTD010. - History of California	4
HISTD010H - History of California - HONORS	4
HISTD016A - History of Africa to 1800 (Being Revised)	4
HISTD016B - History of Africa from 1800 to the Present (Being Revised)	4
HISTD017A - History of the United States to Early National Era	4
HISTD17AH - History of the United States to Early National Era - HONORS	4
HISTD017B - History of the United States from 1800 to 1900	4
HISTD17BH - History of the United States from 1800 to 1900 - HONORS	4
HISTD017C - History of the United States from 1900 to the Present	4
HISTD17CH - History of the United States from 1900 to the Present - HONORS	4
HISTD018A - African American History to 1865	4
HISTD018B - African American History Since 1865	4
HISTD019A - History of Asian Civilization: China and Japan (to the 19th Century) (Being Revised)	4
HISTD019B - History of Asian Civilization: China and Japan (19th - 21st Centuries) (Being Revised)	4

Human Development: (Total 0)
Complete the following number of units: 0

HUMAD010. - Human Sexuality	4
HUMAD010H - Human Sexuality - HONORS	4

Humanities: (Total 0)
Complete the following number of units: 0

HUMID001. - Creative Minds	4
HUMID001H - Creative Minds - HONORS	4
HUMID002. - But is it Art? Questions and Criticism	4
HUMID005. - Storytelling in American Culture	4
HUMID006. - Popular Culture	4
HUMID007. - The Arts and the Human Spirit	4
HUMID009. - Introduction to Comparative Religion	4
HUMID009H - Introduction to Comparative Religion - HONORS	4
HUMID010. - Global Religious Perspectives: Judaism, Christianity and Islam	4
HUMID013. - Introduction to Korean Popular Culture	4
HUMID015. - Discussion on the Arts	4
HUMID016. - Arts, Ideas and Values	4
HUMID018. - History as Mystery: A Critique of Western Perspectives in a Global Context	4
HUMID018H - History as Mystery: A Critique of Western Perspectives in a Global Context - HONORS	4
HUMID020. - The Greek Achievement	4

Intercultural Studies: (Total 0)
Complete the following number of units: 0

ICSD017. - Critical Consciousness and Social Change	4
ICSD017H - Critical Consciousness and Social Change - HONORS	4
ICSD019. - Making a Difference: Transforming Relations of Nature, Community, and Power	4
ICSD025. - Grassroots Democracy: Race, Politics and the American Promise	4
ICSD026. - Introduction to Lesbian, Gay, Bisexual, Transgender and Queer Studies	4
ICSD027. - Grassroots Democracy: Leadership and Power	4
ICSD027H - Grassroots Democracy: Leadership and Power - HONORS	4
ICSD036. - Grassroots Democracy: Social Movements Since the 1960s	4
ICSD037. - Ancient Peoples of Mesoamerica	4

International Studies: (Total 0)
Complete the following number of units: 0

INTLD001. - Introduction to Global Studies	4
INTLD005. - Contemporary Global Issues	4
INTLD008. - Sociology of Globalization and Social Change	4
INTLD016. - Multicultural Voices in Germany	4
INTLD021. - History of Art: Native Arts of Mesoamerica and the Andes	4
INTLD022. - History of Art: Arts of Africa, Oceania and Native North America	4
INTLD033. - Introduction to Peace and Conflict Studies	4

Italian: (Total 0)
Complete the following number of units: 0

ITALD003. - Elementary Italian (Third Quarter)	5

Japanese: (Total 0)
Complete the following number of units: 0

JAPND003. - Elementary Japanese (Third Quarter)	5
JAPND004. - Intermediate Japanese (First Quarter)	5
JAPND005. - Intermediate Japanese (Second Quarter)	5
JAPND006. - Intermediate Japanese (Third Quarter)	5

Journalism: (Total 0)
Complete the following number of units: 0

JOURD002. - Media and Its Impact On Society	4

Kinesiology: (Total 0)
Complete the following number of units: 0

KNESD047. - Introduction to Women in Sports	5

Korean: (Total 0)
Complete the following number of units: 0

KORED003. - Elementary Korean (Third Quarter)	5

Linguistics: (Total 0)
Complete the following number of units: 0

LINGD001. - Introduction to Linguistics	4

Mandarin: (Total 0)
Complete the following number of units: 0

MANDD003. - Elementary Mandarin (Third Quarter)	5
MANDD004. - Intermediate Mandarin (First Quarter)	5
MANDD005. - Intermediate Mandarin (Second Quarter)	5
MANDD006. - Intermediate Mandarin (Third Quarter)	5

Mathematics: (Total 0)
Complete the following number of units: 0

MATHD001A - Calculus I	5
MATHD01AH - Calculus I - HONORS	5
MATHD001B - Calculus II	5
MATHD01BH - Calculus II - HONORS	5
MATHD001C - Calculus III	5
MATHD01CH - Calculus III - HONORS	5
MATHD001D - Calculus IV	5
MATHD01DH - Calculus IV - HONORS	5
MATHD002A - Differential Equations	5
MATHD02AH - Differential Equations - HONORS	5
MATHD002B - Linear Algebra	5
MATHD02BH - Linear Algebra - HONORS	5
MATHD011. - Finite Mathematics	5
MATHD011H - Finite Mathematics - HONORS	5
MATHD012. - Introductory Calculus for Business and Social Science	5

MATHD017. - Integrated Statistics 2	5
MATHD022. - Discrete Mathematics	5
MATHD022H - Discrete Mathematics - HONORS	5
MATHD023. - Engineering Statistics	5
MATHD031. - Precalculus I	5
MATHD031H - Precalculus I - HONORS	5
MATHD032. - Precalculus II	5
MATHD032H - Precalculus II - HONORS	5
MATHD044. - Mathematics in Art, Culture, and Society: A Liberal Arts Math Class	5
STATC1000 - Introduction to Statistics	5
STATC1000H - Introduction to Statistics - HONORS	5

Meteorology: (Total 0)
Complete the following number of units: 0

METD010. - Weather and Climate Processes	5
METD010L - Meteorology Laboratory	1
METD012. - Introduction to Climate Change	5
METD020L - Climate Change Laboratory	1

Music: (Total 0)
Complete the following number of units: 0

MUSID001A - Music Appreciation: Music in Western Cultures	4
MUSID001B - Music Appreciation: Jazz Styles	4
MUSID001C - Music Appreciation: World Music in America	4
MUSID001D - Music Appreciation: Rock - From Roots to Rap	4

Native American and Indigenous Studies: (Total 0)
Complete the following number of units: 0

NAISD011. - Ethnic Studies and Native American Contemporary Society	4
NAISD012. - Ethnic Studies and the Historical Experiences of Native Americans	4
NAISD013. - Survey of Native American Arts	4
NAISD014. - Ethnic Studies and the Religious Traditions of Native Americans	4
NAISD015. - Ethnic Studies and Native American Literature	4
NAISD016. - California Native Americans	4
NAISD031. - Ethnic Studies: Native Hawaiian and Pacific Islander Experiences	4
NAISD032. - Oceania and the Arts	4

Paralegal: (Total 0)
Complete the following number of units: 0

PARAD003. - Concepts of Criminal Law	4

Persian: (Total 0)
Complete the following number of units: 0

PERSD003. - Elementary Persian (Third Quarter)	5

Philosophy: (Total 0)
Complete the following number of units: 0

PHILD001. - Introduction to Philosophy	4

PHILD002. - Social and Political Philosophy	4
PHILD003. - Critical Thinking and Writing	5
PHILD008. - Ethics	4
PHILD008H - Ethics - HONORS	4
PHILD011. - Asian Philosophy	4
PHILD020A - History of Western Philosophy - Ancient Greece	4
PHILD020B - History of Western Philosophy - 1400-1800	4
PHILD020C - History of Western Philosophy - 1800-the Present	4
PHILD024. - Philosophy of Religion	4
PHILD030. - Introduction to Existentialism	4
PHILD049. - Women and Philosophy	4

Photography: (Total 0)
Complete the following number of units: 0

PHTGD007. - Exploring Visual Expression	4
PHTGD021. - Contemporary Trends in Photography	4

Physics: (Total 0)
Complete the following number of units: 0

PHYSD002A - General Physics I	5
PHYSD002B - General Physics II	5
PHYSD010. - Concepts of Physics	5

Political Science: (Total 0)
Complete the following number of units: 0

POLID002. - Comparative Politics	4
POLID003. - International Relations	4
POLID005. - Introduction to Political Thought and Theory	4
POLID010. - Introduction to Administration of Justice	4
POLID013. - Concepts of Criminal Law	4
POLID015. - Grassroots Democracy: Race, Politics and the American Promise	4
POLID016. - Grassroots Democracy: Social Movements Since the 1960s	4
POLID017. - Grassroots Democracy: Leadership and Power	4
POLID017H - Grassroots Democracy: Leadership and Power - HONORS	4
POLID020. - Introduction to Statistics for the Behavioral and Social Sciences	4
POLSC1000 - American Government and Politics	5
POLSC1000H - American Government and Politics - HONORS	5

Psychology: (Total 0)
Complete the following number of units: 0

PSYCC1000 - Introduction to Psychology	4
PSYCD002. - Research Methods in Psychology	6
PSYCD003. - An Introduction to Cognitive Psychology	4
PSYCD004. - Abnormal Psychology	4
PSYCD005. - Introduction to Theories of Personality (Being Revised)	4

PSYCD008. - Introduction to Social Psychology	4
PSYCD009. - Psychology of Human Relationships and Normal Adjustment	4
PSYCD010G - Child Development (The Early Years)	4
PSYCD010H - Child Growth and Development (Middle Childhood and Adolescence)	4
PSYCD012. - Psychology of Gender	4
PSYCD014. - Developmental Aspects of Psychology	4
PSYCD015. - Statistics and Research Methods in Social Science	4
PSYCD024. - Introduction to Psychobiology	4

Reading: (Total 0)
Complete the following number of units: 0

READD010. - Academic Literacy and Ethos	5

Russian: (Total 0)
Complete the following number of units: 0

RUSSD003. - Elementary Russian (Third Quarter)	5

Sign Language: (Total 0)
Complete the following number of units: 0

SIGND003. - Elementary American Sign Language (Third Quarter)	5

Sociology: (Total 0)
Complete the following number of units: 0

SOCD001. - Introduction to Sociology	4
SOCD005. - Sociology of Globalization and Social Change	4
SOCD014. - The Process of Social Research	4
SOCD015. - Statistics and Research Methods in Social Science	4
SOCD020. - Social Problems	4
SOCD028. - Sociology of Gender	4
SOCD029. - Sociology of Structural Racism in the United States	4
SOCD035. - Marriage, Family, and Intimate Relationships	4

Spanish: (Total 0)
Complete the following number of units: 0

SPAND003. - Elementary Spanish (Third Quarter)	5
SPAND004. - Intermediate Spanish (First Quarter)	5
SPAND005. - Intermediate Spanish (Second Quarter)	5
SPAND006. - Intermediate Spanish (Third Quarter)	5

Theater Arts: (Total 0)
Complete the following number of units: 0

THEAD001. - Appreciation of Theatre	4

Vietnamese: (Total 0)
Complete the following number of units: 0

VIETD003. - Elementary Vietnamese (Third Quarter)	5
VIETD004. - Intermediate Vietnamese (First Quarter)	5
VIETD005. - Intermediate Vietnamese (Second Quarter)	5
VIETD006. - Intermediate Vietnamese (Third Quarter)	5

Women's Studies: (Total 0)
Complete the following number of units: 0

WMSTD001. - Introduction to Women's Studies	4
WMSTD003C - Women and Art	4
WMSTD008. - Women of Color in the USA	4
WMSTD009. - Women in American History	4
WMSTD009H - Women in American History - HONORS	4
WMSTD012. - Psychology of Gender	4
WMSTD021. - Women in Literature	4
WMSTD022. - Asian American Women	4
WMSTD024. - Women and Gender in Global Perspectives	4
WMSTD025. - Introduction to Black Feminism	4
WMSTD026. - La Mujer: Latina Life and Experience	4
WMSTD027. - Women and Gendered Violence	4
WMSTD028. - Sociology of Gender	4
WMSTD029. - Masculinities in U.S. Culture and Society	4
WMSTD031. - Women and Popular Culture	4
WMSTD049. - Women and Philosophy	4

Recommended Sequences

No value

Program Outcomes

COAA_CalGETC

PSLO	Performance
Communicate effectively both orally and in writing	100
Critically analyze and solve problems using applicable techniques, incorporating the appropriate use of logic, mathematical and quantitative reasoning concepts, scientific theories, data and the scientific method, while considering value systems and ethics associated with human inquiry	100

Critically examine the interrelationship between the self and the creative arts and of the humanities in a variety of cultural and historical perspectives, through the study of the arts, history, literature, philosophy and foreign languages	100
Critically analyze issues in their contemporary and historical settings and in a variety of cultural contexts, while exploring the principles, methodologies, value systems and ethics employed in social scientific inquiry	100
Critically analyze race and racism within historical context, engaging with anti-racist thoughts, issues, and movements affecting the African American, Asian American, Latina/o/x American and Native American communities	100

Program Narrative

1. Program Goals and Objectives

The objective of this Certificate of Achievement-Advanced (COAA) is to notate and reward the completion of lower-division general education requirements for transfer to the University of California (UC) and California State University (CSU) Systems. Completion of these general education breadth requirements improves the chances for admission to UC or CSU and decreases the time for students to earn their B.A. or B.S. degree after transfer Approximately 75% of De Anza students identify transfer as their educational goal and this COAA will support De Anza's mission to provide an academically rich environment for students to realize their transfer goals.

2. Master Planning

De Anza College did not recognize the completion of transfer general education requirements except by way of the Associate Degree for Transfer (ADT) and the IGETC certification form that's sent directly to CSU and UC campuses, until the Certificate of Achievement-Advanced in Transfer Studies was developed. De Anza has a large transfer population and it's important to encourage the completion of general education requirements to increase college and university admission opportunities for most majors, and decrease students' time-to-degree after transfer. With the removal of the IGETC and CSU GE Breadth as statewide general education patterns, De Anza would like to recognize the completion of transfer general education requirements on students' transcripts by implementing a new Certificate of Achievement-Advanced in Transfer Studies: Cal-GETC. This will continue the recognition of the achievement of our transferring students while keeping up-to-date on transfer general education requirements.

3. Enrollment Numbers

No Value

4. Place of Program in Curriculum/Similar Programs

The COAA in Cal-GETC will replace both the COAA in Transfer Studies: IGETC and the COAA in Transfer Studies: CSU GE Breadth, which will be removed as options for students using the 2025-26 catalog. It will complement the Liberal Arts A.A. degree by validating the completion of general education requirements for transfer.

5. Similar Programs at Other Colleges in Service Area

Since Cal-GETC is a standard general education pattern for CSU and UC transfers regardless of college of origin, all community colleges within commuting distance of De Anza College offer a similar program. There will be no impact to these colleges by offering this certificate at De Anza College.

6. Enrollment and Completer Projections

No Value

De Anza College
Program Outline Report

Program Basics

Program Title:	Environmental Science for Transfer
Program Status:	In development
Department:	ESCI - Environmental Science
Award Type:	Associate in Science for Transfer (A.S.-T.) Degree (Credit)
Program Description	The Environmental Science major consists of courses appropriate for the Associate in Science in Environmental Science for Transfer degree, which provides a foundational understanding of the discipline, a breadth of coursework in the discipline and preparation for transfer to any CSU that accepts the Transfer Model Curriculum (TMC). The Associate in Science in Environmental Science for Transfer is intended for students who plan to complete a bachelor's degree in Environmental Science (or an approved similar major) at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that does accept this degree will be required to complete no more than 60 (semester) units after transfer to earn a bachelor's degree. This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. In all cases, students should consult with a counselor for more information on university admission and transfer requirements.
Control Number:	No value
Credential ID:	AST_Associate in Science in Environmental Science for Transfer
TOP Code (SP01) :	0301.00
TOP Code (SP01) :	Environmental Science
CIP Code:	(03.0104) Environmental Science.
Maximum Units:	90
Minimum Units:	90
Curriculum Committee Approval Date:	04/15/2025
Board of Trustees Approval Date:	No value

Proposal Details

Proposal Start:	Fall 2025

Submission Rationale

- New Program

Program Files Upload

Program Requirements File - ALL certificate/degree programs

ESCI AST Program Requirements.docx

⊟ Download

LMI File - ALL CTE certificate/degree programs

No Value

Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

No Value

Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

Template_EnvironmentalScience_AST_2025.pdf

⊟ Download

ASSIST File(s) - Transfer certificate/degree programs ONLY

CID_ESCI_1.pdf

⊟ Download

Program Goal

Program Goal

Transfer

Program Header

Program Header

Environmental Studies

Program Division

Program Division

2BH

Program Sub-Award

Program Sub-Award

ADT Degree (T)

Comments - Program

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 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

N/A (none)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

AST_Associate in Science in Environmental Science for Transfer (Total 56-71)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses are cross-listed or have an honors version. Students will receive credit for only one cross-listed or honors course.	0

Required Core: (Total 56-71)
Complete the following number of units: 56-71
    Select one science option: (Total 21-28)
    Complete the following number of units: 21-28
        Science Option 1: (Total 28)
        Complete the following number of units: 28

BIOLD006A - Form and Function in the Biological World	6
BIOLD06AH - Form and Function in the Biological World - HONORS	6
BIOLD006B - Cell and Molecular Biology	6
BIOLD006C - Ecology and Evolution	6
BIOLD06CH - Ecology and Evolution - HONORS	6
CHEMD001A - General Chemistry I	5
CHEMD01AH - General Chemistry I - HONORS	5
CHEMD001B - General Chemistry II	5
CHEMD01BH - General Chemistry II - HONORS	5

        Science Option 2: (Total 21)
        Complete the following number of units: 21

BIOLD006B - Cell and Molecular Biology	6
CHEMD001A - General Chemistry I	5
CHEMD01AH - General Chemistry I - HONORS	5

CHEMD001B - General Chemistry II	5
CHEMD01BH - General Chemistry II - HONORS	5
CHEMD001C - General Chemistry III	5
ECOND002. - Principles of Microeconomics	4
ECOND002H - Principles of Microeconomics - HONORS	4
ESCID001. - Environmental Science	4
GEOLD010. - Introductory Geology	5
STATC1000 - Introduction to Statistics	5
STATC1000H - Introduction to Statistics - HONORS	5

Select one Math option: (Total 5-10)
Complete the following number of units: 5-10

    Math Option 1: (Total 10)
    Complete the following number of units: 10

MATHD001A - Calculus I	5
MATHD01AH - Calculus I - HONORS	5
MATHD001B - Calculus II	5
MATHD01BH - Calculus II - HONORS	5

    Math Option 2: (Total 5)
    Complete the following number of units: 5

MATHD012. - Introductory Calculus for Business and Social Science	5

Select one Physics option: (Total 12-15)
Complete the following number of units: 12-15

    Physic Option 1: (Total 15)
    Complete the following number of units: 15

PHYSD002A - General Physics I	5
PHYSD002B - General Physics II	5
PHYSD002C - General Physics III	5

    Physic Option 2: (Total 12)
    Complete the following number of units: 12

PHYSD004A - Physics for Scientists and Engineers: Mechanics	6
PHYSD004B - Physics for Scientists and Engineers: Electricity and Magnetism	6

Additional California General Education Transfer Curriculum (Cal-GETC) AND CSU-transferable electives as needed to reach at least 90 units	0

Recommended Sequences

No value

Program Outcomes

AST_Associate in Science in Environmental Science for Transfer

PSLO	Performance
Demonstrate knowledge of how human activities impact the environment through the use of scientific skills	100

Program Narrative

1. Program Goals and Objectives

The Associate in Science in Environmental Science for Transfer is intended for students who plan to complete a bachelor's degree in Environmental Science at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that does accept this degree will be required to complete no more than 60 units after transfer to earn a bachelor's degree. This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. In all cases, students should consult with a counselor for more information on university admission and transfer requirements.

This degree will prepare students to pursue further study and achievement of a baccalaureate degree in the discipline of Environmental Science. Students in this major should be able to demonstrate knowledge of how human activities impact the environment through the use of scientific theories and practices.

2. Master Planning

NA

3. Enrollment Numbers

NA

4. Place of Program in Curriculum/Similar Programs

NA

5. Similar Programs at Other Colleges in Service Area

NA

6. Enrollment and Completer Projections

NA

De Anza College
Program Outline Report

Program Basics

Program Title:	Ethnic Studies
Program Status:	In development
Department:	ICS - Intercultural Studies
Award Type:	Certificate of Achievement (COA) (Credit)
Program Description	The Certificate of Achievement in Ethnic Studies prepares students to be equity-minded participants and leaders in the multi-ethnic and multiracial communities in which they live, work, learn and play. Students who complete the certificate will gain a foundational understanding of Ethnic Studies, the interdisciplinary, comparative and intersectional study of race and ethnicity, with an emphasis on the lived experiences and cultural production of racialized communities and their struggles for racial justice. For students with professional pursuits in mind, completion of the certificate will increase leadership capacity to research, understand, communicate and work with racially and ethnically diverse communities, whether through community organizing, nonprofit organizations, educational institutions, public policy, public service or business. For students with transfer pursuits in mind, completion of the certificate includes transferable general education credits to universities and colleges, along with greater academic preparation for the social sciences and humanities, including an Ethnic Studies, African American Studies, Asian American Studies, Chicanx/Latinx Studies or Native American and Indigenous Studies major.
Control Number:	No value
Credential ID:	COA_Ethnic Studies
TOP Code (SP01) :	2203.00
TOP Code (SP01) :	Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies.
Maximum Units:	20
Minimum Units:	20
Curriculum Committee Approval Date:	04/15/2025
Board of Trustees Approval Date:	No value

Proposal Details

Proposal Start:	Fall 2025

Submission Rationale

- New Program

Program Files Upload

Program Requirements File - ALL certificate/degree programs

Form_ProgramRequirements_Certificate_EthnicStudies.docx

↳ Download

LMI File - ALL CTE certificate/degree programs

No Value

Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

No Value

Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

Local

Program Header

Program Header

Ethnic Studies

Program Division

Program Division

2IC

Program Sub-Award

Program Sub-Award

NA

Comments - Program

Stage 2: Department Chair

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/27/24	Debbie - Dept Chair	Cover Info and Course Blocks	Required	Remove ASAM 40, ASAM 41, CETH 13 from elective courses. These courses are not Ethnic Studies courses. ASAM 40 is an Asian Studies course, is cross-listed with ARTS 2G and has a C-ID descriptor under Art History. ASAM 41 is an Asian Studies course cross-listed with the Humanities. These courses were considered not to be Ethnic Studies courses by Mae Lee when the Curriculum Committee asked earlier this year in discussions on De Anza GE courses. I think we should be consistent with our course listings.	

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

N/A (none)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

COA_Ethnic Studies (Total 20)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses are cross-listed or have an honors version. Students will receive credit for only one cross-listed or honors course.	0

Required Core: (Total 4)
Complete all of the following

CETHD010. - Introduction to Ethnic Studies	4

List A: (Total 8)
Complete the following number of units: 8

AFAMD010. - An Introduction to African American Studies	4
ASAMD011. - Asian Americans and Racism	4
CHLXD010. - Introduction to Chicanx and Latinx Studies	4
NAISD012. - Ethnic Studies and the Historical Experiences of Native Americans	4

List B - Complete from below or from List A (not already taken): (Total 8)
Complete the following number of units: 8

AFAMD011. - Sankofa: Roots of the African American Experience	4
AFAMD025. - Introduction to Black Feminism	4
WMSTD025. - Introduction to Black Feminism	4
ASAMD001. - Asian American Experiences Past to Present	4

ASAMD010. - Contemporary Asian American Communities	4
ASAMD012. - Asian Americans and American Ideals, Institutions and Politics	4
ASAMD013. - Asian Americans and Asia	4
ASAMD020. - Asian Pacific American Literature	4
ELITD024. - Asian Pacific American Literature	4
ASAMD021. - Asian Pacific Americans Make Culture	4
ASAMD022. - Asian American Women	4
WMSTD022. - Asian American Women	4
ASAMD030. - Filipinx American History and Culture	4
ASAMD032. - Vietnamese Literature from Traditional to Asian American Expressions	4
CETHD011. - Race and Ethnicity: Belonging and Exclusion in the U.S.	4
CETHD029. - Ethnic Studies, Cultural Pluralism, and American Law and Justice	4
ADMJD029. - Ethnic Studies, Cultural Pluralism, and American Law and Justice	4
CETHD050. - Civic Leadership for Community Empowerment	4
CHLXD011. - Chicanx Culture	4
CHLXD012. - Chicanx and Latinx History	4
CHLXD013. - The Chicanx and Latinx and the Arts	4
CHLXD026. - La Mujer: Latina Life and Experience	4
WMSTD026. - La Mujer: Latina Life and Experience	4
CHLXD035. - Chicano/a, Latino/a Literature	4
HISTD018A - African American History to 1865	4
HISTD018B - African American History Since 1865	4
NAISD011. - Ethnic Studies and Native American Contemporary Society	4
NAISD013. - Survey of Native American Arts	4
NAISD014. - Ethnic Studies and the Religious Traditions of Native Americans	4
NAISD015. - Ethnic Studies and Native American Literature	4
NAISD016. - California Native Americans	4
NAISD031. - Ethnic Studies: Native Hawaiian and Pacific Islander Experiences	4
NAISD032. - Oceania and the Arts	4
WMSTD008. - Women of Color in the USA	4
CETHD008. - Women of Color in the USA	4
WMSTD029. - Masculinities in U.S. Culture and Society	4
CETHD019. - Masculinities in U.S. Culture and Society	4

Recommended Sequences

No value

Program Outcomes

COA_Ethnic Studies

PSLO	Performance
Critically examine and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, antiblackness, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionalityx and anti-racism as studied in any one or more of the core four disciplines (Native American Studies, African American Studies, Asian American Studies, and Chicanx or Latinx Studies) or similar fields	100
Apply theory and knowledge produced by one or more of the core four disciplines (i.e., Native American Studies, Chicanx or Latinx Studies, African American Studies, Asian American Studies) or similar fields that describe an understanding of epistemologies, critical events, histories, cultures, cultural identity, cultural philosophies, intellectual traditions, contributions, lived experiences, generational trauma and all manner of struggles of those groups with a particular emphasis on systemic oppression, identity formation, agency and group affirmation	100
Critically analyze the intersection of race, racism and white supremacy as they relate to class, gender, sexuality, sexual orientation, social status, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language or age, in Native American, African American, Asian American, Chicanx or Latinx or similar communities in the United States	100
Critically examine, in historical and intersectional context, how struggle, resistance and the quest for justice (including racial, social, educational, political or economic justice), solidarity and liberation, as experienced and enacted by Native American Studies, Chicanx or Latinx Studies, African American Studies, Asian American Studies and similar fields, as people of color in the United States, are relevant to current and structural issues. Such issues may be communal, national, international and transnational politics, for example, in immigration, reparations, settler-colonialism, multiculturalism or language policies	100
Describe and actively engage with anti-racist, abolitionist, anti-colonial and anti-imperial thought, issues, practices and movements in Native American Studies, Chicanx or Latinx Studies, African American Studies, Asian American Studies and similar fields as people of color in the United States seeking to build a just and equitable society	100

Program Narrative

1. Program Goals and Objectives

The vision of De Anza College identifies three outcomes: to "empower all students to attain their educational goals," to "develop an equity-based mindset," and to "become civic leaders in their communities." The Ethnic Studies (ES) certificate is designed to meet all three.

With regard to empowering students to meet their educational goals, the creation of the Ethnic Studies certificate is part of a statewide effort to integrate ES into the curriculum from K-12 to the community college and university systems. The Program Student Learning Outcomes (PSLOs) are derived from the ones created by a committee formed by the California Community Colleges Chancellor's office to align community college core competencies in ES with the ones created by the California State University (CSU) and University of California (UC) systems. That committee was formed in response to AB 1460 (Weber, 2020), which mandated an ES requirement for all students graduating from the CSU system. De Anza's new Ethnic Studies certificate is designed to prepare students who wish to pursue Ethnic Studies to transfer to a CSU or UC.

Because the PSLOs for the certificate name "equity" as one of the concepts to be analyzed and articulated by students, the program is in a prime position to enable students to develop an equity-based mindset. While equity should inform the practices of everyone at De Anza, ES courses should allow students to reflect on what equity actually means and how they can practice it. The discipline of ES, as it is defined in the catalog description for the certificate, identifies further aspects of equity. First of all, given our location and historical moment, equity must account for race and ethnicity. However, the PSLOs also make it clear that equity is not just about race and ethnicity, insofar as it must also account for the ways racism and ethnocentrism intersect with other barriers towards achieving an equitable college.

The concept of equity appears in the last sentence of the last PSLO, which mentions "people of color in the United States seeking to build a just and equitable society." This formulation points to two specific objectives of ES. The first objective is particular to people of color, insofar as empowering leaders from communities of color and the widespread participation of community members are necessary steps for building a just and equitable society. However, "just and equitable society" is singular. The implication is that equity is not just about race and ethnicity, although race and ethnicity is the primary object of study of ES. Rather, ES promotes the leadership of people of color in building a just and equitable society for all, whether at the college, within communities, in the nation and in the world.

2. Master Planning

Mae Lee has written that, "In many ways, De Anza's leadership in trailblazing for Ethnic Studies has been unique. The earliest universities to institutionalize Ethnic Studies – San Francisco State University and University of California, Berkeley – were prompted by large-scale and prolonged student demands. De Anza College was founded in 1967. Two years later, De Anza decided to establish the Ethnic Studies division, in the absence of student protest demands." And then, in 1970, the district Board of Trustees established an Ethnic Studies requirement for an A.A. degree.

In 1976-1977, the Ethnic Studies division name was changed to Intercultural Studies. For decades, De Anza stood as one of the few community colleges, if not the only one, with a division for Ethnic Studies. ICS expanded to include other disciplines such as Intercultural Communication, Women's Studies and LGBTQ+ Studies, and many ICS courses were cross-listed with other disciplines.

The passage of AB 1460 (Weber) in 2020, and its subsequent implementation, has created the need for a certificate that is specific to Ethnic Studies. The law mandated that the CSUs would require for graduation a course in the discipline of Ethnic Studies. That legislation, and subsequently the CSU Academic Senate, defined Ethnic Studies in a very specific way, which does not exactly align with the broader concept of Intercultural Studies that has tied together Intercultural Studies as well as the current ICS Certificate-Advanced and the A.A. degree in Intercultural Studies, especially because of the way the CSU definition of Ethnic Studies differentiates it from other disciplines.

In short, because many ICS courses would not meet the current CSU Ethnic Studies Area F and the emerging Cal-GETC and K-12 requirements, a new certificate of Ethnic Studies is necessary. Furthermore, because many ICS courses would not count toward an Ethnic Studies degree for transfer, a new Ethnic Studies certificate limited to Ethnic Studies courses could serve as a stepping stone for students earning an Ethnic Studies associate degree for transfer (ADT), once that becomes available.

3. Enrollment Numbers

	Year 1		Year 2	
Course ID	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
CETH 10	5	222	10	492

4. Place of Program in Curriculum/Similar Programs

Although the certificate does not replace the ICS Certificate of Achievement - Advanced, it does signal a difference between Intercultural Studies and Ethnic Studies. The courses that fulfill the requirements for the ES Certificate are a subset of the courses that could fulfill the ICS Certificate of Achievement - Advanced. In particular, the courses that can fulfill the ES Certificate are all courses meant to be within the departments that represent the core disciplines of Ethnic Studies as defined by AB 1460 (African American Studies, Asian American Studies, Chicanx/Latinx Studies, and Native American and Indigenous Studies) and that do not have a more Area Studies focus. Thus Intercultural Communication, World History, Social Justice Studies, Queer Studies and Disability Studies are not included in the certificate, nor are ASAM 42A/B (History of Asian Civilization: China and Japan), ICS 16A/B (History of Africa), and ICS 38A/B (Latin American History).

5. Similar Programs at Other Colleges in Service Area

The only colleges in Santa Clara County that have a similar program to the Ethnic Studies certificate are San José City College (SJCC) and Evergreen Valley College (EVC). Both colleges have ADTs in Social Justice Studies-Ethnic Studies, and both programs are similar to De Anza's A.A. in Intercultural Studies. In other words, while the majority of courses focus on race and ethnicity, both SJCC and EVC's degrees seem to have a broader focus. For example, a course titled "Global Citizenship/Civics" can fulfill SJCC's degree requirement, while "Women in American History" can fulfill EVCC's degree requirement.

Ethnic Studies faculty members have circulated between Evergreen Valley College (EVC), San José City College (SJCC) and De Anza College (DAC). For example, Melissa Nievera-Lozano taught at DAC before becoming a full-time faculty member at EVC. Tony Santa Ana currently teaches at both DAC and SJCC. Juan Gamboa taught at DAC before moving to SJCC. Angélica Esquivel-Moreno, a new full-time faculty hire at DAC, has also taught at SJCC. And Rowena Tomaneng, the former AVPI at DAC, is now President at SJCC. It is thus not surprising that there would be a similar program at all three colleges.

While no community college in the DAC area yet has a full program that seems to be geared towards articulating specifically with Ethnic Studies at the CSUs, all of the community colleges in our area have responded to the new CSU GE Area F requirement by having individual courses approved for it. The Ethnic Studies faculty at all California community colleges have been invited to attend webinars hosted both by CSU articulation staff and Ethnic Studies faculty members, as well as the state Chancellor's Office, and DAC Ethnic Studies faculty members have attended them. Those webinars have informed the development of curriculum at DAC with the intent of receiving CSU GE Area F approval for articulation.

6. Enrollment and Completer Projections

No Value

De Anza College
Program Outline Report

Program Basics

Program Title:	Hindi Language and Culture
Program Status:	In development
Department:	HNDI - Hindi
Award Type:	Certificate of Achievement (COA) (Credit)
Program Description	The Certificate of Achievement in Hindi Language and Culture provides intensive language training to students, equipping them with practical skills essential for navigating the global marketplace. Designed to enhance linguistic proficiency in speaking, listening, reading and writing Hindi, the program also fosters understanding of Indian culture, history and socio-politics. With a focus on meeting the demands of an increasingly interconnected world, the certificate not only satisfies language requirements but also enhances career prospects, particularly in sectors with significant collaboration between the US and India, such as technology.
Control Number:	No value
Credential ID:	COA_Hindi Language and Culture
TOP Code (SP01) :	1199.00
TOP Code (SP01) :	Other Foreign Languages
CIP Code:	(16.0101) Foreign Languages and Literatures, General.
Maximum Units:	19
Minimum Units:	19
Curriculum Committee Approval Date:	04/15/2025
Board of Trustees Approval Date:	No value

Proposal Details

Proposal Start: Fall 2025

Submission Rationale

- New Program

Program Files Upload

Program Requirements File - ALL certificate/degree programs

Form_ProgramRequirements_Certificate Hindi.docx

H Download

LMI File - ALL CTE certificate/degree programs

No Value

Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

No Value

Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

Local

Program Header

Program Header

Languages

Program Division

Program Division

2IC

Program Sub-Award

Program Sub-Award

NA

Comments - Program

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/12/2024	Mary Pape – SLO Coordinator	Learning Outcomes – PSLO #1	Required	Change the CSLO so that the words "Student will" are removed. Suggestion "Demonstrate a consistent working command of essential vocabulary (recognize and reproduce Hindi alphabet) and language structures necessary to request and provide, orally and in writing, and be able to communicate with native speakers of Hindi, using the appropriate language, style, sensitivity and level of respectfulness on a more complex/an abstract range of information relating to high frequency situations in familiar context."	

Stage 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

N/A (none)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

COA_Hindi Language and Culture (Total 19)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses are cross-listed or have an honors version. Students will receive credit for only one cross-listed or honors course.	0

Required Core: (Total 15)
Complete all of the following

HNDID001. - Elementary Hindi (First Quarter)	5
HNDID002. - Elementary Hindi (Second Quarter)	5
HNDID003. - Elementary Hindi (Third Quarter)	5

List A: (Total 4)
Complete the following number of units: 4

ANTHD002. - Cultural Anthropology	4
ANTHD002H - Cultural Anthropology - HONORS	4
ANTHD006. - Linguistic Anthropology	4
ASAMD001. - Asian American Experiences Past to Present	4
ASAMD013. - Asian Americans and Asia	4
ASAMD040. - History of Art: Arts of Asia	4
ARTSD002G - History of Art: Arts of Asia	4
COMMD007. - Intercultural Communication	4

COMMD007H - Intercultural Communication - HONORS	4
GEOD004. - Cultural Geography	4
INTLD005. - Contemporary Global Issues	4
JOURD002. - Media and Its Impact On Society	4
LINGD001. - Introduction to Linguistics	4

Recommended Sequences

No value

Program Outcomes

COA_Hindi Language and Culture

PSLO	Performance
Demonstrate a consistent working command of essential vocabulary (recognize and reproduce the Hindi alphabet) and language structures necessary to request and provide, orally and in writing, and be able to communicate with native speakers of Hindi, using the appropriate language, style, sensitivity and level of respectfulness on a more complex or abstract range of information relating to high frequency situations in familiar context	100
Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture	100

Program Narrative

1. Program Goals and Objectives

The program is designed to serve as a conduit for cultural exchange and linguistic enrichment, catering to both transfer and lifelong learning purposes. By fostering proficiency in Hindi language and understanding of Indian culture, it equips students with valuable skills for academic advancement, career enhancement and personal growth. Whether students aim to transfer to a four-year institution, pursue employment opportunities or simply engage with their local Indian community, the program provides a structured pathway to achieve their goals.

As a locally focused program, the Hindi Language and Culture Certificate is crafted to meet the specific needs of the community in accordance with the community college mission. Recognizing the vibrant Indian diaspora in the region and the increasing business and trade ties with India, the program addresses the demand for language proficiency and cultural competence in Hindi. By offering a comprehensive curriculum encompassing language skills, cultural understanding and socio-political context, the program empowers students to actively engage with and contribute to their local Indian community.

2. Master Planning

The Certificate of Achievement in Hindi Language offers a distinct opportunity for students within the De Anza service area to enhance their multilingual abilities and broaden their multicultural perspectives. In today's increasingly diverse society, proficiency in multiple languages and understanding of various cultures are invaluable assets for fostering connections and promoting inclusivity.

This certificate caters to students with varying levels of language proficiency, whether they have no prior exposure to other languages or already possess multilingual backgrounds. It not only facilitates the acquisition of Hindi language skills but also encourages students to explore and appreciate the interconnectedness of languages and cultures. All language courses included in this certificate fulfill the transfer requirements for the University of California (UC) system. Additionally, the coursework is designed to complement a wide range of majors and minors, spanning disciplines such as Anthropology, Humanities, International Studies, International Business, Linguistics and History. The Certificate in Hindi Language is aligned with De Anza College's mission of fostering multicultural competencies and nurturing socially and culturally responsible leaders.

3. Enrollment Numbers

Course ID	Year 1		Year 2	
	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
HNDI 1	1	50	1	52
HNDI 2	1	30	1	35
HNDI 3	1	22	1	42

4. Place of Program in Curriculum/Similar Programs

The program does not replace any existing program and is a new program.

5. Similar Programs at Other Colleges in Service Area

None of the regional colleges, including Mission College, the College of San Mateo, West Valley College, Foothill College and Evergreen Valley College, currently provide a Certificate in Hindi Language. The forthcoming Hindi Language and Culture Certificate will be integrated among the array of world language certificates offered at De Anza College, enriching students' options for language study.

6. Enrollment and Completer Projections

No Value

De Anza College
Program Outline Report

Program Basics

Program Title:	Illustration
Program Status:	In development
Department:	ARTS - Visual Arts and Design
Award Type:	Certificate of Achievement-Advanced (COA-A) (Credit)
Program Description	Our Certificate of Achievement-Advanced in Illustration is meticulously designed to immerse you in the captivating world of visual storytelling. We recognize the intricate interplay between traditional and digital media, offering a comprehensive program that seamlessly integrates both realms to equip you with the following skill sets. Foundational techniques: Begin your exploration with fundamental techniques in drawing, painting and composition, laying the groundwork for your artistic endeavors. Delve into the principles of design, color theory and perspective, mastering traditional media such as pencil, ink, watercolor, and acrylic. Digital illustration: Transition into the digital sphere as you learn to harness the power of industry-standard software like Adobe Photoshop, Illustrator, and Procreate. Discover the versatility of digital tools in creating illustrations with precision and efficiency, from concept sketching to final rendering. Narrative development: Dive deep into the art of visual storytelling, honing your ability to craft compelling narratives through imagery. Explore cultural relevancy, character development, sequential art and storyboarding techniques, cultivating your unique voice as an illustrator. Mixed media integration: Embrace the synergy between analog and digital media as you experiment with mixed media approaches. Blend traditional hand-drawn elements with digital enhancements, pushing the boundaries of creativity to new heights. Professional practices: Navigate the professional landscape of illustration with confidence, learning essential business skills such as portfolio development, client communication and self-promotion. Gain insights into freelance opportunities, illustration markets and industry trends, preparing yourself for a successful career path.
Control Number:	No value
Credential ID:	COAA_Illustration
TOP Code (SP01) :	0953.60
TOP Code (SP01) :	*Technical Illustration
CIP Code:	(50.0410) Illustration.
Maximum Units:	52
Minimum Units:	51
Curriculum Committee Approval Date:	04/15/2025
Board of Trustees Approval Date:	No value

Proposal Details

| **Proposal Start:** | Fall 2025 |

Submission Rationale

- New Program

Program Files Upload

Program Requirements File - ALL certificate/degree programs

ILL Form_ProgramRequirements_Certificate.docx

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LMI File - ALL CTE certificate/degree programs

LMI_Illustration_COAA_2025.pdf

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Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

CTE

Program Header

Program Header

Art

Program Division

Program Division

2CA

Program Sub-Award

Program Sub-Award

NA

Comments - Program

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 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

LMID EDD Consultant (lmidedd)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

COAA_Illustration (Total 51-52)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses are cross-listed or have an honors version. Students will receive credit for only one cross-listed or honors course.	0

Required Core: (Total 40)
Complete all of the following

ARTSD001A - Introduction to the Visual Arts	4
ARTSD004A - Beginning Drawing	4
ARTSD004B - Intermediate Drawing	4
ARTSD004C - Life Drawing	4
ARTSD008. - Two-Dimensional Design	4
ARTSD012. - Design and Color	4
ARTSD053. - Introduction to Graphic Design: Vector Illustration	4
ARTSD054. - Introduction to Graphic Design: Digital Imaging	4
ARTSD063. - Graphic Design: Portfolio and Business Practices	4
ARTSD086. - Graphic Design: Digital Illustration Techniques	4

List A: (Total 7-8)
Complete the following number of units: 7-8

ARTSD004D - Representational Drawing	4

ARTSD014A - Watercolor Painting I	4
ARTSD015A - Acrylic Painting I	4
ARTSD016A - Oil Painting I	4
ARTSD057. - Graphic Design-Visual Communication: Typography	4
F/TVD017G - Introduction to 3D Computer Animation: Modeling	4
F/TVD067A - Principles of Animation: 2D Media	4
F/TVD070A - The Storyboard and Visual Development for Animation	3

List B: (Total 4)
Complete the following number of units: 4

HUMID001. - Creative Minds	4
HUMID001H - Creative Minds - HONORS	4
HUMID006. - Popular Culture	4
HUMID016. - Arts, Ideas and Values	4

Recommended Sequences

No value

Program Outcomes

COAA_Illustration

PSLO	Performance
Demonstrate proficiency in both traditional analog techniques and digital illustration tools, mastering a diverse range of media, including drawing, painting, printmaking and digital software such as Adobe Photoshop, Illustrator and other emerging digital tools	100
Exhibit a strong foundation in artistic expression and visual storytelling, leveraging their understanding of composition, color theory and narrative development to create engaging and impactful illustrations across various genres and media	100
Demonstrate the ability to seamlessly integrate analog and digital media, utilizing traditional techniques alongside digital enhancements to push the boundaries of creativity and explore innovative approaches to illustration	100
Demonstrate adaptability and innovation in their artistic practice, embracing emerging technologies and experimenting with new tools and techniques to continuously evolve and expand their creative repertoire	100

Employ critical thinking and problem-solving skills to conceptualize, plan and execute illustration projects, analyzing visual challenges and developing creative solutions that effectively communicate concepts, emotions and narratives	100
Exhibit professionalism and collaboration in their interactions with clients, colleagues and collaborators, effectively communicating ideas, receiving and incorporating feedback, and meeting project deadlines and requirements	100
Develop a professional portfolio showcasing their illustration projects, demonstrating their technical skills, creativity and versatility as visual storytellers, and effectively presenting their work to potential clients, employers and artistic communities	100
Demonstrate awareness of ethical considerations and cultural perspectives in illustration, respecting diverse viewpoints, representing characters and narratives authentically and sensitively, and adhering to industry standards and best practices	100

Program Narrative

1. Program Goals and Objectives

Prepare students for careers as professional illustrators in a variety of industries by providing comprehensive training in both traditional analog and digital illustration techniques.

Objective 1: Mastery of Technical Skills
Students will develop proficiency in traditional analog illustration techniques, including drawing, painting and printmaking, as well as in using digital illustration tools such as Adobe Creative Suite and Procreate.

Objective 2: Creative Expression and Visual Storytelling
Students will cultivate their creative voice and narrative skills, learning to effectively convey concepts, emotions and stories through their illustrations.

Objective 3: Integration of Analog and Digital Mediums
Students will learn to seamlessly combine analog and digital media to enhance their artistic versatility and meet the demands of modern illustration projects.

Objective 4: Career Readiness and Professional Development
Students will gain practical skills in portfolio development, client communication and project management, preparing them for entry-level positions as illustrators or freelance artists.

Objective 5: Adaptability and Innovation
Students will stay abreast of emerging trends and technologies in illustration, fostering a mindset of adaptability and innovation to remain competitive in the evolving industry landscape.

Objective 6: Collaboration and Communication
Students will develop effective collaboration and communication skills, essential for working in multidisciplinary teams and effectively interacting with clients and colleagues.

Objective 7: Ethical and Cultural Awareness
Students will explore ethical considerations in illustration, including issues of representation, diversity and cultural sensitivity, ensuring their work reflects social responsibility and respect for diverse perspectives.

Objective 8: Portfolio Development and Presentation Skills
Students will compile a professional portfolio showcasing their best work and develop presentation skills to effectively market themselves to potential clients or employers.

By achieving these objectives, students will be well-equipped to pursue careers as professional illustrators in fields such as publishing, advertising, digital media and entertainment, with the necessary skills and competencies to succeed in a competitive industry environment.

The roots of illustration as a formalized program of study can be traced back to the emergence of art academies and schools in the late 19th and early 20th centuries. During this time, there was a growing demand for skilled artists who could create visual content for various purposes, including advertising, publishing and editorial work.

As the field of illustration began to gain recognition as a distinct discipline, art schools started to offer specialized courses and programs focused specifically on illustration. These programs aimed to provide aspiring illustrators with the technical skills, creative vision and professional acumen needed to thrive in the competitive industry landscape.

Throughout the 20th century, illustration programs continued to evolve in response to changes in technology, artistic trends and market demands. With the advent of digital media and advancements in printing technology, illustrators began to explore new tools and techniques for creating and distributing their work.

Today, illustration programs encompass a wide range of approaches and methodologies, catering to the diverse interests and career aspirations of students. From traditional hand-drawn illustration to digital media and mixed-media experimentation, these programs offer a comprehensive education that prepares graduates for success in a rapidly evolving field.

What Sets Illustration Programs Apart:

Illustration programs distinguish themselves from other offerings in the arts and design sphere through their specific focus on visual storytelling and communication. While related disciplines such as fine arts, graphic design, and animation share some commonalities with illustration, there are key differences that set illustration programs apart:

1. **Narrative focus:** Illustration programs prioritize the development of narrative skills, teaching students how to convey stories, ideas, and emotions through visual imagery. This emphasis on storytelling distinguishes illustration from disciplines that may prioritize other forms of artistic expression or design principles.
2. **Technical versatility:** Illustration programs often cover a broad range of traditional and digital techniques, including drawing, painting, printmaking, digital illustration software and multimedia storytelling tools. This technical versatility allows students to explore various media and styles to find their unique artistic voice.
3. **Client-based projects:** Many illustration programs incorporate real-world projects and assignments that simulate professional client briefs. This practical experience prepares students for the demands of working as freelance illustrators or collaborating with clients in industries such as publishing, advertising and entertainment.
4. **Portfolio development:** Illustration programs place a strong emphasis on portfolio development, guiding students in creating a body of work that showcases their technical skills, creative vision and thematic interests. A well-curated portfolio is essential for securing freelance commissions, internships or employment opportunities after graduation.
5. **Industry connections:** Illustration programs often maintain strong connections with industry professionals, offering opportunities for mentorship, networking and internships. These connections help students bridge the gap between academia and the professional world, providing valuable insights and career guidance.

Goals and Objectives for Gaining Employment in Illustration or Design:
Goal: Prepare students for successful careers in illustration or design by providing them with the necessary skills, knowledge, and professional experience.
Objectives:
1. **Technical proficiency:** Develop proficiency in traditional and digital illustration techniques, including drawing, painting, graphic design software and multimedia storytelling tools.
2. **Creative development:** Cultivate creativity, imagination and artistic vision through exploration of different styles, media and storytelling approaches.
3. **Portfolio development:** Create a professional portfolio that showcases a diverse range of illustration projects, demonstrating technical skill, creativity and thematic consistency.
4. **Professional skills:** Acquire essential professional skills such as client communication, project management and self-promotion, necessary for success in the illustration and design industries.
5. **Industry exposure:** Gain exposure to industry trends, practices and standards through internships, guest lectures and industry collaborations.
6. **Networking:** Build a professional network of peers, mentors and industry professionals through participation in events, conferences, and online communities.
7. **Career preparation:** Receive guidance and support in job searching, resume building, interviewing and freelancing, tailored to the specific needs and goals of the student.

By achieving these goals and objectives, students will be well-prepared to pursue employment opportunities in illustration, graphic design, animation, publishing, advertising and other related fields.

Goals and Objectives for Gaining Employment in Illustration or Design:
Goal: Prepare students for careers in illustration or design by providing a comprehensive education in visual storytelling and communication.
Objectives:
- Develop proficiency in traditional and digital illustration techniques.
- Cultivate a strong portfolio that demonstrates technical skills and creative vision.
- Gain practical experience through internships, freelance projects or collaborative initiatives.
- Develop professional communication and networking skills to engage with clients and industry professionals.

Goal: Equip students with the knowledge and skills needed to thrive in a competitive job market.
Objectives:
- Stay informed about industry trends, technologies, and best practices.
- Receive career guidance and mentorship from faculty and industry professionals.
- Participate in professional development workshops and events to enhance employment.

Regional Appropriateness and Community Support:
Our illustration program is especially appropriate for the Bay Area tech-focused job market due to visual story telling demands tied to game design, user interface design, graphic design, and other marketing needs. For instance, the success of social media and tech companies such as Apple, Cisco, Meta and Netflix demonstrates the demand for illustration or design expertise. Additionally, our college benefits from preparing

students for employment with local companies that are committed to supporting the arts and fostering creative talent in our region. These program provides students with valuable experience to find networking opportunities, internships and mentorships, making our illustration program an integral part of the local creative ecosystem.

3. Enrollment Numbers

Course ID	Year 1		Year 2	
	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
	2021-22		22-23	
D001A INTRO TO VISUAL ARTS	26	1317	26	1318
D004A BEGINNING DRAWING	15	398	17	428
D004B INTERMEDIATE DRAWING	3	80	2	53
D004C LIFE DRAWING	2	56	2	54
D008. TWO-DIMENSIONAL DESIGN	7	193	7	187
D012. DESIGN AND COLOR	5	117	4	99
D053. INTRO GRAPHIC DESIGN: VECTOR	6	188	6	180
D054. INTRO GRAPHIC DES: DESIGN IMAG	3	90	3	90
D086. GRAPH DES: DIGIT ILLUST TECHNQ	1	35	1	28
D063. GRAPH DES: PORTFOL/BUS PRACT	1	39	1	29

4. Place of Program in Curriculum/Similar Programs

- The Illustration program does not replace an existing program at the college.
- Related programs include Graphic and Interactive Design and Painting.

5. Similar Programs at Other Colleges in Service Area

Mission College offers a Certificate of Achievement in Digital Illustration, comprising eight courses totaling 24 semester units. This program provides students with both creative and technical skills, utilizing industry-standard vector, bitmap, and 3D software. Emphasizing conceptualization, creation and critique of graphic solutions, the program prepares graduates for careers as independent artists, graphic designers, illustrators or multimedia designers. Additionally, it serves as a complementary credential for students pursuing studies in Graphic Design, Web Design, UX Design or Fine Art, broadening their career opportunities in art, design and animation.

Foothill College offers a Certificate of Achievement in Illustration, which consists of four courses totaling 14 quarter units. This program focuses on developing both fundamental and advanced illustration skills using industry-standard software. Aligned with professional standards, it prepares graduates for employment in the field. Furthermore, the coursework is designed to scaffold into the Certificate of Achievement and Associate of Arts in Graphic and Interactive Design, allowing students to build on their foundational skills.

De Anza College offers an Illustration Certificate of Achievement—Advanced and Associate in Arts degree. These are distinguished by comprehensive curriculum that includes 13 courses, totaling 51–52 quarter units. While the program covers similar content to that of Mission College, it expands upon foundational instruction by incorporating 2D drawing, design and color theory, life drawing and a humanities course analyzing human behavior through artistic expression. This broader curriculum enhances students' theoretical and practical understanding, better preparing them for professional careers.

Similar to Foothill College, the De Anza Illustration Certificate of Achievement—Advanced/Associate in Arts program shares curricular overlap with Graphic and Interactive Design. However, it is structured to function as an independent program by emphasizing coursework within the 2D discipline. From a theoretical perspective, students engage in Art History, Design Theory and Visual Storytelling, as well as courses that examine human behavior through creative and artistic expression and cultural values. This interdisciplinary approach fosters a deeper understanding of visual communication and artistic practice.

6. Enrollment and Completer Projections

There is a clear undersupply of Illustration professionals in the Bay Region, with a projected annual gap of 228 students and 57 in the Silicon Valley Sub-Region, highlighting the need for a community college program to help meet industry demand. While some illustration-related occupations, such as Artists and Related Workers (27-1019), do not require formal education, 27% of individuals in this field have an associate degree, certificate, or some postsecondary coursework. Similarly, 28% of professionals in related fields like Set and Exhibit Design (27-1027) and Other Design Occupations (27-1029) have pursued postsecondary education despite a bachelor's degree being the typical entry-level requirement. A structured community college Illustration program would provide essential training, career preparation, and a pathway to further education, equipping students with the skills needed to enter and succeed in this growing industry.

De Anza College
Program Outline Report

Program Basics

Program Title:	Illustration
Program Status:	In development
Department:	ARTS - Visual Arts and Design
Award Type:	Associate in Arts (A.A.) Degree (Credit)
Program Description	Our Associate in Arts (A.A.) degree in Illustration is meticulously designed to immerse you in the captivating world of visual storytelling. We recognize the intricate interplay between traditional and digital media, offering a comprehensive program that seamlessly integrates both realms to equip you with the following skill sets. Foundational techniques: Begin your exploration with fundamental techniques in drawing, painting and composition, laying the groundwork for your artistic endeavors. Delve into the principles of design, color theory and perspective, mastering traditional media such as pencil, ink, watercolor and acrylic. Digital illustration: Transition into the digital sphere as you learn to harness the power of industry-standard software like Adobe Photoshop, Illustrator and Procreate. Discover the versatility of digital tools in creating illustrations with precision and efficiency, from concept sketching to final rendering. Narrative development: Dive deep into the art of visual storytelling, honing your ability to craft compelling narratives through imagery. Explore cultural relevancy, character development, sequential art and storyboarding techniques, cultivating your unique voice as an illustrator. Mixed media integration: Embrace the synergy between analog and digital media as you experiment with mixed media approaches. Blend traditional hand-drawn elements with digital enhancements, pushing the boundaries of creativity to new heights. Professional practices: Navigate the professional landscape of illustration with confidence, learning essential business skills such as portfolio development, client communication and self-promotion. Gain insights into freelance opportunities, illustration markets and industry trends, preparing yourself for a successful career path.
Control Number:	No value
Credential ID:	AA_Illustration
TOP Code (SP01) :	0953.60
TOP Code (SP01) :	*Technical Illustration
CIP Code:	(50.0410) Illustration.
Maximum Units:	90
Minimum Units:	90
Curriculum Committee Approval Date:	04/15/2025
Board of Trustees Approval Date:	No value

Proposal Details

| **Proposal Start:** | Fall 2025 |

Submission Rationale

- New Program

Program Files Upload

Program Requirements File - ALL certificate/degree programs

ILL Form_ProgramRequirements_Certificate.docx

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LMI File - ALL CTE certificate/degree programs

LMI_Illustration_AA_2025.pdf

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Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

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Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

CTE

Program Header

Program Header

Art

Program Division

Program Division

2CA

Program Sub-Award

Program Sub-Award

NA

Comments - Program

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 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

LMID EDD Consultant (lmidedd)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

AA_Illustration (Total 51-52)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses are cross-listed or have an honors version. Students will receive credit for only one cross-listed or honors course.	0

Required Core: (Total 40)
Complete all of the following

ARTSD001A - Introduction to the Visual Arts	4
ARTSD004A - Beginning Drawing	4
ARTSD004B - Intermediate Drawing	4
ARTSD004C - Life Drawing	4
ARTSD008. - Two-Dimensional Design	4
ARTSD012. - Design and Color	4
ARTSD053. - Introduction to Graphic Design: Vector Illustration	4
ARTSD054. - Introduction to Graphic Design: Digital Imaging	4
ARTSD063. - Graphic Design: Portfolio and Business Practices	4
ARTSD086. - Graphic Design: Digital Illustration Techniques	4

List A: (Total 7-8)
Complete the following number of units: 7-8

ARTSD004D - Representational Drawing	4

ARTSD014A - Watercolor Painting I	4
ARTSD015A - Acrylic Painting I	4
ARTSD016A - Oil Painting I	4
ARTSD057. - Graphic Design-Visual Communication: Typography	4
F/TVD017G - Introduction to 3D Computer Animation: Modeling	4
F/TVD067A - Principles of Animation: 2D Media	4
F/TVD070A - The Storyboard and Visual Development for Animation	3

List B: (Total 4)
Complete the following number of units: 4

HUMID001. - Creative Minds	4
HUMID001H - Creative Minds - HONORS	4
HUMID006. - Popular Culture	4
HUMID016. - Arts, Ideas and Values	4
Additional completion of one of the following general education patterns: De Anza General Education or California General Education Transfer Curriculum (Cal-GETC) AND electives as needed to reach at least 90 units	0

Recommended Sequences

No value

Program Outcomes

AA_Illustration

PSLO	Performance
Demonstrate proficiency in both traditional analog techniques and digital illustration tools, mastering a diverse range of media, including drawing, painting, printmaking and digital software such as Adobe Photoshop, Illustrator and other emerging digital tools	100
Exhibit a strong foundation in artistic expression and visual storytelling, leveraging their understanding of composition, color theory and narrative development to create engaging and impactful illustrations across various genres and media	100
Demonstrate the ability to seamlessly integrate analog and digital media, utilizing traditional techniques alongside digital enhancements to push the boundaries of creativity and explore innovative approaches to illustration	100

Demonstrate adaptability and innovation in their artistic practice, embracing emerging technologies and experimenting with new tools and techniques to continuously evolve and expand their creative repertoire	100
Employ critical thinking and problem-solving skills to conceptualize, plan and execute illustration projects, analyzing visual challenges and developing creative solutions that effectively communicate concepts, emotions and narratives	100
Exhibit professionalism and collaboration in their interactions with clients, colleagues and collaborators, effectively communicating ideas, receiving and incorporating feedback, and meeting project deadlines and requirements	100
Develop a professional portfolio showcasing their illustration projects, demonstrating their technical skills, creativity and versatility as visual storytellers, and effectively presenting their work to potential clients, employers and artistic communities	100
Demonstrate awareness of ethical considerations and cultural perspectives in illustration, respecting diverse viewpoints, representing characters and narratives authentically and sensitively, and adhering to industry standards and best practices	100

Program Narrative

1. Program Goals and Objectives

Prepare students for careers as professional illustrators in a variety of industries by providing comprehensive training in both traditional analog and digital illustration techniques.

Objective 1: Mastery of Technical Skills
Students will develop proficiency in traditional analog illustration techniques, including drawing, painting and printmaking, as well as in using digital illustration tools such as Adobe Creative Suite and Procreate.

Objective 2: Creative Expression and Visual Storytelling
Students will cultivate their creative voice and narrative skills, learning to effectively convey concepts, emotions and stories through their illustrations.

Objective 3: Integration of Analog and Digital Mediums
Students will learn to seamlessly combine analog and digital media to enhance their artistic versatility and meet the demands of modern illustration projects.

Objective 4: Career Readiness and Professional Development
Students will gain practical skills in portfolio development, client communication and project management, preparing them for entry-level positions as illustrators or freelance artists.

Objective 5: Adaptability and Innovation
Students will stay abreast of emerging trends and technologies in illustration, fostering a mindset of adaptability and innovation to remain competitive in the evolving industry landscape.

Objective 6: Collaboration and Communication
Students will develop effective collaboration and communication skills, essential for working in multidisciplinary teams and effectively interacting with clients and colleagues.

Objective 7: Ethical and Cultural Awareness
Students will explore ethical considerations in illustration, including issues of representation, diversity and cultural sensitivity, ensuring their work reflects social responsibility and respect for diverse perspectives.

Objective 8: Portfolio Development and Presentation Skills
Students will compile a professional portfolio showcasing their best work and develop presentation skills to effectively market themselves to potential clients or employers.

By achieving these objectives, students will be well-equipped to pursue careers as professional illustrators in fields such as publishing, advertising, digital media and entertainment, with the necessary skills and competencies to succeed in a competitive industry environment.

2. Master Planning

The roots of illustration as a formalized program of study can be traced back to the emergence of art academies and schools in the late 19th and early 20th centuries. During this time, there was a growing demand for skilled artists who could create visual content for various purposes, including advertising, publishing and editorial work.

As the field of illustration began to gain recognition as a distinct discipline, art schools started to offer specialized courses and programs focused specifically on illustration. These programs aimed to provide aspiring illustrators with the technical skills, creative vision and professional acumen needed to thrive in the competitive industry landscape.

Throughout the 20th century, illustration programs continued to evolve in response to changes in technology, artistic trends and market demands. With the advent of digital media and advancements in printing technology, illustrators began to explore new tools and techniques for creating and distributing their work.

Today, illustration programs encompass a wide range of approaches and methodologies, catering to the diverse interests and career aspirations of students. From traditional hand-drawn illustration to digital media and mixed-media experimentation, these programs offer a comprehensive education that prepares graduates for success in a rapidly evolving field.

What Sets Illustration Programs Apart:

Illustration programs distinguish themselves from other offerings in the arts and design sphere through their specific focus on visual storytelling and communication. While related disciplines such as fine arts, graphic design and animation share some commonalities with illustration, there are key differences that set illustration programs apart:

1. **Narrative focus:** Illustration programs prioritize the development of narrative skills, teaching students how to convey stories, ideas, and emotions through visual imagery. This emphasis on storytelling distinguishes illustration from disciplines that may prioritize other forms of artistic expression or design principles.
2. **Technical versatility:** Illustration programs often cover a broad range of traditional and digital techniques, including drawing, painting, printmaking, digital illustration software and multimedia storytelling tools. This technical versatility allows students to explore various media and styles to find their unique artistic voice.
3. **Client-based projects:** Many illustration programs incorporate real-world projects and assignments that simulate professional client briefs. This practical experience prepares students for the demands of working as freelance illustrators or collaborating with clients in industries such as publishing, advertising and entertainment.
4. **Portfolio development:** Illustration programs place a strong emphasis on portfolio development, guiding students in creating a body of work that showcases their technical skills, creative vision and thematic interests. A well-curated portfolio is essential for securing freelance commissions, internships or employment opportunities after graduation.
5. **Industry Connections:** Illustration programs often maintain strong connections with industry professionals, offering opportunities for mentorship, networking and internships. These connections help students bridge the gap between academia and the professional world, providing valuable insights and career guidance.

Goals and Objectives for Gaining Employment in Illustration or Design:

Goal: Prepare students for successful careers in illustration or design by providing them with the necessary skills, knowledge, and professional experience.

Objectives:

1. **Technical proficiency:** Develop proficiency in traditional and digital illustration techniques, including drawing, painting, graphic design software and multimedia storytelling tools.
2. **Creative development:** Cultivate creativity, imagination and artistic vision through exploration of different styles, media and storytelling approaches.
3. **Portfolio development:** Create a professional portfolio that showcases a diverse range of illustration projects, demonstrating technical skill, creativity and thematic consistency.
4. **Professional skills:** Acquire essential professional skills such as client communication, project management and self-promotion, necessary for success in the illustration and design industries.
5. **Industry exposure:** Gain exposure to industry trends, practices and standards through internships, guest lectures and industry collaborations.
6. **Networking:** Build a professional network of peers, mentors and industry professionals through participation in events, conferences and online communities.
7. **Career preparation:** Receive guidance and support in job searching, resume building, interviewing and freelancing, tailored to the specific needs and goals of the student.

By achieving these goals and objectives, students will be well-prepared to pursue employment opportunities in illustration, graphic design, animation, publishing, advertising and other related fields.

Goals and Objectives for Gaining Employment in Illustration or Design:

Goal: Prepare students for careers in illustration or design by providing a comprehensive education in visual storytelling and communication.

Objectives:

- Develop proficiency in traditional and digital illustration techniques.
- Cultivate a strong portfolio that demonstrates technical skills and creative vision.
- Gain practical experience through internships, freelance projects or collaborative initiatives.
- Develop professional communication and networking skills to engage with clients and industry professionals.

Goal: Equip students with the knowledge and skills needed to thrive in a competitive job market.

Objectives:

- Stay informed about industry trends, technologies, and best practices.
- Receive career guidance and mentorship from faculty and industry professionals.
- Participate in professional development workshops and events to enhance employment.

Regional Appropriateness and Community Support:

Our illustration program is especially appropriate for the Bay Area tech-focused job market due to visual story telling demands tied to game design, user interface design, graphic design and other marketing needs. For instance, the success of social media and tech companies such as Apple, Cisco, Meta and Netflix demonstrates the demand for illustration or design expertise. Additionally, our college benefits from preparing students for employment with local companies that are committed to supporting the arts and fostering creative talent in our region. These programs provide students with valuable experience to find networking opportunities, internships and mentorships, making our illustration program an integral part of the local creative ecosystem.

3. Enrollment Numbers

Course ID	Year 1		Year 2	
	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
	2021-22		22-23	
D001A INTRO TO VISUAL ARTS	26	1317	26	1318
D004A BEGINNING DRAWING	15	398	17	428
D004B INTERMEDIATE DRAWING	3	80	2	53
D004C LIFE DRAWING	2	56	2	54
D008. TWO-DIMENSIONAL DESIGN	7	193	7	187
D012. DESIGN AND COLOR	5	117	4	99
D053. INTRO GRAPHIC DESIGN: VECTOR	6	188	6	180
D054. INTRO GRAPHIC DES: DESIGN IMAG	3	90	3	90
D086. GRAPH DES: DIGIT ILLUST TECHNQ	1	35	1	28
D063. GRAPH DES: PORTFOL/BUS PRACT	1	39	1	29

4. Place of Program in Curriculum/Similar Programs

- The Illustration program does not replace an existing program at the college.
- Related programs include Graphic and Interactive Design and Painting.

5. Similar Programs at Other Colleges in Service Area

Mission College offers a Certificate of Achievement in Digital Illustration, comprising eight courses totaling 24 semester units. This program provides students with both creative and technical skills, utilizing industry-standard vector, bitmap and 3D software. Emphasizing conceptualization, creation and critique of graphic solutions, the program prepares graduates for careers as independent artists, graphic designers, illustrators or multimedia designers. Additionally, it serves as a complementary credential for students pursuing studies in Graphic Design, Web Design, UX Design or Fine Art, broadening their career opportunities in art, design and animation.

Foothill College offers a Certificate of Achievement in Illustration, which consists of four courses totaling 14 quarter units. This program focuses on developing both fundamental and advanced illustration skills using industry-standard software. Aligned with professional standards, it prepares graduates for employment in the field. Furthermore, the coursework is designed to scaffold into the Certificate of Achievement and Associate of Arts in Graphic and Interactive Design, allowing students to build on their foundational skills.

De Anza College offers an Illustration Certificate of Achievement—Advanced and Associate in Arts degree. These are distinguished by comprehensive curriculum that includes 13 courses, totaling 51–52 quarter units. While the program covers similar content to that of Mission College, it expands upon foundational instruction by incorporating 2D drawing, design and color theory, life drawing and a humanities course analyzing human behavior through artistic expression. This broader curriculum enhances students' theoretical and practical understanding, better preparing them for professional careers.

Similar to Foothill College, the De Anza Illustration Certificate of Achievement—Advanced/Associate in Arts program shares curricular overlap with Graphic and Interactive Design. However, it is structured to function as an independent program by emphasizing coursework within the 2D discipline. From a theoretical perspective, students engage in Art History, Design Theory and Visual Storytelling, as well as courses that examine human behavior through creative and artistic expression and cultural values. This interdisciplinary approach fosters a deeper understanding of visual communication and artistic practice.

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6. Enrollment and Completer Projections

There is a clear undersupply of Illustration professionals in the Bay Region, with a projected annual gap of 228 students and 57 in the Silicon Valley Sub-Region, highlighting the need for a community college program to help meet industry demand. While some illustration-related occupations, such as Artists and Related Workers (27-1019), do not require formal education, 27% of individuals in this field have an associate degree, certificate, or some postsecondary coursework. Similarly, 28% of professionals in related fields like Set and Exhibit Design (27-1027) and Other Design Occupations (27-1029) have pursued postsecondary education despite a bachelor's degree being the typical entry-level requirement. A structured community college Illustration program would provide essential training, career preparation, and a pathway to further education, equipping students with the skills needed to enter and succeed in this growing industry.

De Anza College
Program Outline Report

Program Basics

Program Title:	Japanese Language and Culture
Program Status:	In development
Department:	JAPN - Japanese
Award Type:	Certificate of Achievement (COA) (Credit)
Program Description	The Certificate of Achievement in Japanese Language and Culture is designed to open employment opportunities for local students because of the large number of Bay Area companies conducting business and trade with Japan. The electronics industry in particular seeks to employ people who know Japanese. For students planning to continue their undergraduate or graduate education in business, electronics or law, this certificate will complement their studies. From a cultural standpoint, Japanese study is valuable in California, with its rich diversity of cultural traditions represented by many Japanese-speaking immigrants. Many Japanese courses can also satisfy General Education (GE) requirements for an associate degree or transfer.
Control Number:	No value
Credential ID:	COA_Japanese Language and Culture
TOP Code (SP01) :	1108.00
TOP Code (SP01) :	Japanese
CIP Code:	(16.0302) Japanese Language and Literature.
Maximum Units:	19
Minimum Units:	19
Curriculum Committee Approval Date:	04/15/2025
Board of Trustees Approval Date:	No value

Proposal Details

Proposal Start:	Fall 2025

Submission Rationale

- New Program
- Improvement to Program of Study

Program Files Upload

Program Requirements File - ALL certificate/degree programs

JAPN_ProgramRequirements_Certificate.docx

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LMI File - ALL CTE certificate/degree programs

No Value

Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

No Value

Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

Local

Program Header

Program Header

Languages

Program Division

Program Division

2IC

Program Sub-Award

Program Sub-Award

NA

Comments - Program

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 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

N/A (none)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

COA_Japanese Language and Culture (Total 19)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses are cross-listed or have an honors version. Students will receive credit for only one cross-listed or honors course.	0

Required Core: (Total 15)
Complete all of the following

JAPND001. - Elementary Japanese (First Quarter)	5
JAPND002. - Elementary Japanese (Second Quarter)	5
JAPND003. - Elementary Japanese (Third Quarter)	5

List A: (Total 4)
Complete the following number of units: 4

ANTHD002. - Cultural Anthropology	4
ANTHD002H - Cultural Anthropology - HONORS	4
ANTHD006. - Linguistic Anthropology	4
ASAMD001. - Asian American Experiences Past to Present	4
ASAMD013. - Asian Americans and Asia	4
ASAMD040. - History of Art: Arts of Asia	4
ARTSD002G - History of Art: Arts of Asia	4
COMMD007. - Intercultural Communication	4
COMMD007H - Intercultural Communication - HONORS	4
GEOD004. - Cultural Geography	4
HISTD019A - History of Asian Civilization: China and Japan (to the 19th Century) (Being Revised)	4
HISTD019B - History of Asian Civilization: China and Japan (19th - 21st Centuries) (Being Revised)	4
INTLD005. - Contemporary Global Issues	4
JOURD002. - Media and Its Impact On Society	4
LINGD001. - Introduction to Linguistics	4

Recommended Sequences

No value

Program Outcomes

COA_Japanese Language and Culture

PSLO	Performance
Demonstrate effective working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce an additional 59 Kanji), a more complex or abstract range of information relating to high-frequency situations in familiar contexts such as public transportation in Japan, Japanese traditional culture, climate, classroom and health	100
Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s)	100

Program Narrative

1. Program Goals and Objectives

The Certificate of Achievement in Japanese Language and Culture at De Anza College caters to the needs of both students and employers, aiming to improve graduates' employment prospects by developing their proficiency in Japanese language and cultural understanding. This program offers a comprehensive and evaluated curriculum, guiding students through a structured pathway to acquire practical language skills and cultural knowledge applicable in diverse workplaces.

Upon completion of the certificate, students will possess the ability to effectively communicate in spoken and written Japanese across a spectrum of complex and everyday scenarios. The focus on practical language skills ensures that graduates can navigate various cultural and language contexts, contributing to their success in both professional and personal spheres. Furthermore, the program equips students with the skills needed for routine tasks and roles in entry-level workplace environments and social situations.

The Japanese Language and Culture Certificate of Achievement not only enhances students' linguistic proficiency but also provides a foundation for them to apply their knowledge in professional and personal settings. Graduates will find themselves well-prepared to engage in a range of actions, leveraging their language skills for success in their careers and social interactions. Additionally, the certificate serves as a stepping stone for those interested in pursuing further, in-depth studies of the Japanese language.

2. Master Planning

The inception of the Japanese Language and Culture Certificate at De Anza College was driven by student demand and the recognition of the pivotal role effective communication plays in both personal and professional realms. This program serves as an excellent major or minor, particularly for those intending to pursue graduate studies in fields such as business, electronics, law, Asian studies or international studies. Additionally, its relevance is heightened in California, where a diverse array of cultural traditions is present, and many Japanese-speaking immigrants choose to settle.

Beyond fulfilling a language requirement, the Certificate of Achievement in Japanese Language and Culture stands out as a valuable asset for individuals engaged in preparing for a career on the international stage, fostering multicultural understanding or seeking personal and intellectual growth. Given the state's cultural diversity and the increasing number of individuals interested in this area, the college is dedicated to enhancing its offerings in Japanese Language and Culture, aligning with its commitment to strengthening world languages within the Certificate of Achievement program.

3. Enrollment Numbers

	21/22		22/23	
	# of sections	Total enrollment	# of sections	Total enrollment
JAPN 1	8	266	6	189
JAPN 2	3	78	2	67
JAPN 3	1	25	1	33

4. Place of Program in Curriculum/Similar Programs

This Certificate of Achievement is the first in this program. The program does not replace any existing program and is a new program; one of the certificates in our world language offerings.

5. Similar Programs at Other Colleges in Service Area

De Anza's program distinguishes itself from similar programs at other colleges by tailoring its offerings to students aspiring to pursue graduate studies in diverse fields such as business, electronics, law, international and intercultural studies. Its unique strength lies in its unwavering commitment to the practical applications of Japanese within a global context, setting it apart from comparable programs. The program's deliberate emphasis on specific career paths and its global perspective positions it as a highly responsive and career-oriented choice, well-aligned with the dynamic demands of the evolving job market. Consequently, De Anza's program emerges as a robust and exceptionally relevant option for students in the Bay Area. De Anza faculty members have conducted thorough research on Japanese language programs offered by various colleges. They have meticulously documented curriculum designs, resources and best practices to enrich the quality and effectiveness of our own program.

6. Enrollment and Completer Projections

No Value

De Anza College
Program Outline Report

Program Basics

Program Title:	Mandarin Language and Culture
Program Status:	In development
Department:	MAND - Mandarin
Award Type:	Associate in Arts (A.A.) Degree (Credit)
Program Description	The Associate in Arts degree in Mandarin Language and Culture is crafted to impart students with a thorough comprehension of the Mandarin language, coupled with valuable insights into the diverse cultural heritage of China and global Chinese communities. This program seamlessly intertwines language acquisition with cultural studies, nurturing graduates who possess not only linguistic proficiency but also a deep understanding of cultural nuances. The curriculum places a strong emphasis on integrating Mandarin language learning with various disciplines, empowering students to adeptly apply their language skills across diverse contexts and industries.
Control Number:	No value
Credential ID:	AA_Mandarin Language and Culture
TOP Code (SP01) :	1107.00
TOP Code (SP01) :	Chinese
CIP Code:	(16.0301) Chinese Language and Literature.
Maximum Units:	90
Minimum Units:	90
Curriculum Committee Approval Date:	04/15/2025
Board of Trustees Approval Date:	No value

Proposal Details

Proposal Start:	Fall 2025

Submission Rationale

- Improvement to Program of Study
- New Program

Program Files Upload

Program Requirements File - ALL certificate/degree programs

ProgramRequirements_AA Degree Mandarin Language and Culture.docx

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LMI File - ALL CTE certificate/degree programs

No Value

Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

No Value

Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

Local

Program Header

Program Header

Languages

Program Division

Program Division

2IC

Program Sub-Award

Program Sub-Award

NA

Comments - Program

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 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

N/A (none)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

AA_Mandarin Language and Culture (Total 34)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses have a cross-listed and/or honors version. Students will receive credit for only one version of the course.	0

Required Core: (Total 30)
Complete all of the following

MANDD001. - Elementary Mandarin (First Quarter)	5
MANDD002. - Elementary Mandarin (Second Quarter)	5
MANDD003. - Elementary Mandarin (Third Quarter)	5
MANDD004. - Intermediate Mandarin (First Quarter)	5
MANDD005. - Intermediate Mandarin (Second Quarter)	5
MANDD006. - Intermediate Mandarin (Third Quarter)	5

List A: (Total 4)
Complete the following number of units: 4

ANTHD002. - Cultural Anthropology	4
ANTHD002H - Cultural Anthropology - HONORS	4
ANTHD006. - Linguistic Anthropology	4
ASAMD001. - Asian American Experiences Past to Present	4
ASAMD013. - Asian Americans and Asia	4
ASAMD040. - History of Art: Arts of Asia	4
ARTSD002G - History of Art: Arts of Asia	4
COMMD007. - Intercultural Communication	4
COMMD007H - Intercultural Communication - HONORS	4
GEOD004. - Cultural Geography	4
HISTD019A - History of Asian Civilization: China and Japan (to the 19th Century) (Being Revised)	4
HISTD019B - History of Asian Civilization: China and Japan (19th - 21st Centuries) (Being Revised)	4
INTLD005. - Contemporary Global Issues	4
JOURD002. - Media and Its Impact On Society	4
LINGD001. - Introduction to Linguistics	4

Additional completion of one of the following general education patterns: De Anza General Education or California General Education Transfer Curriculum (Cal-GETC) AND electives as needed to reach at least 90 units

0

Recommended Sequences

No value

Program Outcomes

AA_Mandarin Language and Culture

PSLO	Performance
Demonstrate a sustained command of essential vocabulary, recognize and reproduce at least 2000 Chinese words, use proper language structures spontaneously and accurately when providing or requesting information orally and in writing with native speakers about a wide variety of topics	100
Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures by analyzing and comparing them to one's own culture(s)	100

Program Narrative

1. Program Goals and Objectives

The Mandarin Language and Culture Associate in Arts (A.A.) degree at De Anza College was developed in response to the student demand and is based on the importance of effective communication skills necessary in one's personal and professional life. It is an excellent major or minor for those who plan graduate work in a variety of fields including business, electronics or law. Furthermore, the study of Mandarin is especially valuable in California, where a rich diversity of cultural traditions is represented and where many Mandarin-speaking immigrants eventually settle. The offering of the A.A. degree in Mandarin Language and Culture will continue to build upon the existing, locally approved, lower and upper units in Mandarin Language and Culture currently offered at the college. It will not only satisfy a language requirement, but could also be a great asset to anyone who is interested in preparing for a career in the international arena, promoting multicultural understanding or seeking personal and intellectual growth.

2. Master Planning

The Mandarin Language and Culture A.A. degree at De Anza College is a response to student demand, indicating a clear need for such a program. The emphasis on effective communication skills aligns with the broader goal of preparing students for success in their personal and professional lives. The program is especially appropriate for the region as it acknowledges the rich diversity of cultural traditions in California.

Given the significant presence of Mandarin-speaking immigrants in the region, offering a Mandarin Language and Culture A.A. degree is not only relevant but essential for fostering cultural understanding and integration. Community support, as shown by the demand for existing locally approved lower and upper units in Mandarin Language and Culture, demonstrates that the program is aligned with the college's current offerings and has a foundation in place. The program addresses the need for effective communication skills in personal and professional life, justifying its objectives. The inclusion of a diverse range of courses in Mandarin Language and Culture not only satisfies language requirements but also supports personal and intellectual growth, meeting the multifaceted needs of students. The program's alignment with preparing individuals for careers in the international arena reinforces its relevance in a globalized world.

In summary, the proposal for the Mandarin Language and Culture A.A. degree at De Anza College meets the stated goals and objectives by responding to student demand, aligning with the region's cultural diversity, and demonstrating community support. Its emphasis on practical applications and relevance to various career paths further justifies its inclusion as a valuable program at the college.

3. Enrollment Numbers

	21/22		22/23	
	# of sections	Total enrollment	# of sections	Total enrollment
MAND 1	8	312	8	277
MAND 2	5	181	5	190
MAND 3	4	170	4	111
MAND 4	2	108	1	45
MAND 5	2	109	1	44
MAND 6	2	106	1	40

4. Place of Program in Curriculum/Similar Programs

This A.A. Degree is built on the "ladder" concept and allows students to build on their skills and knowledge of the language. The college has a locally approved Certificate of Achievement-Advanced in Mandarin Language and Culture for 34 units that students can earn first. The program does not replace any existing program and is a new program.

5. Similar Programs at Other Colleges in Service Area

The similar programs in other colleges do not explicitly address the needs of students planning graduate work in specific fields or those aspiring to work in the international arena. De Anza's program stands out by addressing both language proficiency and practical applications in various professional fields, making it more comprehensive and aligned with the diverse needs of the student population in the service area.

De Anza's program differentiates itself by explicitly targeting students planning graduate work in fields such as business, electronics, law, health care and global studies. It also emphasizes the practical applications of Mandarin in a global context, making it unique compared to existing programs. The emphasis on specific career paths and the international arena positions De Anza's program as more career-oriented and responsive to the demands of an evolving job market, making it a stronger and more relevant option for students in the bay areas. This A.A. degree is designed to draw an increased number of students to De Anza College for the completion of General Education (GE) courses. This comprehensive program aims to equip students with the necessary skills and knowledge to enhance their career paths. Consequently, enrolling in this program not only proves advantageous for students at De Anza College but also serves as a compelling reason for more students to choose our institution for their academic pursuits.

De Anza faculty members have conducted thorough research on Mandarin language programs offered by various colleges. They have meticulously documented curriculum designs, resources and best practices to enrich the quality and effectiveness of our own program.

6. Enrollment and Completer Projections

No Value

De Anza College
Program Outline Report

Program Basics

Program Title:	UI/UX: User Interface/User Experience Design
Program Status:	In development
Department:	ARTS - Visual Arts and Design
Award Type:	Certificate of Achievement-Advanced (COA-A) (Credit)
Program Description	Begin your education in the dynamic realm of User Interface (UI) and User Experience (UX) design with our Certificate of Achievement-Advanced program. Rooted in the fusion of innovative digital tools, design theory, heuristics, research, and human-centered principles, this comprehensive curriculum is meticulously crafted to equip you with the skills needed to shape the future of interactive technology. Student will engage in the following: Digital tools mastery: Dive into the latest industry-standard software and tools used in UI/UX design, including Adobe XD, Figma and other emerging technologies. Through hands-on projects and tutorials, develop proficiency in creating wireframes, prototypes and interactive mockups that bring your design concepts to life. Heuristics and design principles: Learn to apply established heuristics and design guidelines to evaluate and optimize the usability and accessibility of digital interfaces across web, mobile and emerging platforms. Design theory and aesthetics: Delve into the principles of design theory, typography, color theory and visual hierarchy to create visually compelling and intuitive user interfaces. Gain insights into the psychology of perception and cognition, understanding how design choices influence user behavior and engagement. Prototyping and iterative design: Embrace an iterative design process as you prototype, test and refine your designs based on user feedback and usability testing. Explore rapid prototyping techniques, including paper prototyping, low-fidelity wireframes and high-fidelity interactive prototypes, to iterate and iterate quickly. Project-based learning: Apply your skills and knowledge to real-world projects, collaborating with peers to solve complex design challenges. From conceptualizing innovative product concepts to designing user-friendly interfaces, you'll gain practical experience that prepares you for success in the field.
Control Number:	No value
Credential ID:	No value
TOP Code (SP01) :	1030.00
TOP Code (SP01) :	*Graphic Art and Design
CIP Code:	(50.0401) Design and Visual Communications, General.
Maximum Units:	50.5
Minimum Units:	48.5
Curriculum Committee Approval Date:	No value
Board of Trustees Approval Date:	No value

Proposal Details

Proposal Start: Fall 2025

Submission Rationale

- New Program

Program Files Upload

Program Requirements File - ALL certificate/degree programs

UIUX 2 Form_ProgramRequirements_Certificate.docx

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LMI File - ALL CTE certificate/degree programs

LMI_UIUX_COAA_2025.pdf

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Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

Minutes_Advisory_UIUX_COAA_2025.pdf

⇩ Download

Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

CTE

Program Header

Program Header

Graphic and Interactive Design

Program Division

Program Division

2CA

Program Sub-Award

Program Sub-Award

NA

Comments - Program

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 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

LMID EDD Consultant (lmidedd)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

COAA_UI/UX: User Interface/User Experience Design (Total 48.5-50.5)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses have a cross-listed and/or honors version. Students will receive credit for only one version of the course.	0
ARTSD008. - Two-Dimensional Design	4
ARTSD010A - Three-Dimensional Design	4
ARTSD012. - Design and Color	4
ARTSD053. - Introduction to Graphic Design: Vector Illustration	4
ARTSD054. - Introduction to Graphic Design: Digital Imaging	4
ARTSD056. - Graphic Design: UI Prototyping and Digital Publishing	4
ARTSD065. - Graphic Design: UI/UX	4
CISD089A - Web Page Development	4.5
BUSD090. - Principles of Marketing	5

List A: (Total 7-8)
Complete the following number of units: 7-8

ARTSD004A - Beginning Drawing	4
ARTSD001A - Introduction to the Visual Arts	4

ARTSD057. - Graphic Design-Visual Communication: Typography	4
ARTSD085. - Graphic Design: Motion Graphics	4
PHTGD004. - Introduction to Digital Photography	3

List B: (Total 4-5)
Complete the following number of units: 4-5

PSYCD008. - Introduction to Social Psychology	4
ANTHD002. - Cultural Anthropology	4
BUSD094. - Social Media Marketing Strategies	5
CISD002. - Computers and the Internet in Society	4

Recommended Sequences

No value

Program Outcomes

COAA_UI/UX: User Interface/User Experience Design

PSLO	Performance
Demonstrate awareness of digital tools as an effective and important aspect of user interface design	100
Demonstrate the ability to apply user-centered design principles and methodologies to create intuitive, accessible and engaging digital experiences that meet the needs and preferences of diverse user demographics	100
Demonstrate proficiency in heuristic methods, problem-solving and critical thinking, employing analytical and creative strategies to identify user pain points, anticipate user needs and propose innovative design solutions that address complex design challenges	100
Demonstrate strong visual communication skills, utilizing typography, color theory, layout design and visual hierarchy to craft visually compelling and cohesive user interfaces that enhance usability, readability and brand identity	100
Demonstrate a proficient application of prototyping techniques and iterative design processes, utilizing industry-standard tools to rapidly develop and refine interactive prototypes that effectively communicate design concepts and gather user feedback	100

Program Narrative

1. Program Goals and Objectives

The De Anza College UI/UX program aims to prepare students for successful careers in the rapidly growing field of user interface (UI) and user experience (UX) design. By integrating technical skills with practical experience, our program addresses occupational and professional development learning purposes, equipping students with the competencies needed to thrive in the digital design industry. Students will be prepared for the following:

1. **Proficiency in UI/UX design tools:** Students will gain proficiency in industry-standard UI/UX design tools such as Adobe XD, Figma and other emerging technologies, enabling them to create interactive prototypes and design user interfaces effectively.
2. **Understanding of user-centered design principles:** Students will develop a strong understanding of user-centered design principles and methodologies, including user research, usability testing and iterative design processes, to create intuitive and user-friendly digital experiences.
3. **Visual design skills:** Students will acquire visual design skills such as typography, color theory, layout design and visual hierarchy to create visually appealing and cohesive user interfaces that enhance usability and brand identity.
4. **Prototyping and wireframing:** Students will learn prototyping and wireframing techniques to translate design concepts into interactive prototypes and low-fidelity mockups, facilitating user testing and iteration throughout the design process.
5. **Collaboration and communication:** Students will develop effective collaboration and communication skills, working collaboratively with multidisciplinary teams, stakeholders and clients to articulate design concepts, gather feedbackand iterate on designs.

In addition to preparing students for immediate entry into the workforce, the UI/UX program also fosters professional development learning by:

1. **Adapting to emerging technologies:** The program emphasizes staying abreast of emerging technologies, trends, and best practices in UI/UX design, equipping students with the skills and mindset to adapt to evolving industry demands throughout their careers.
2. **Fostering critical thinking and problem-solving:** Through hands-on projects and real-world challenges, students develop critical thinking and problem-solving skills that are applicable across various domains, empowering them to tackle complex design problems throughout their careers.

De Anza College's UI/UX program provides students with a comprehensive education that prepares them for success in the dynamic and ever-evolving field of digital design.

2. Master Planning

De Anza College's Graphic and Interactive Design program was originally approved in 1995. In 2013 the GID program began to incorporate assignments and develop courses that fall under UI/UX (User Interface/User Experience) design. UI/UX design and graphic design are closely related disciplines within the broader field of design, and they share several similarities while also having distinct focuses and methodologies. UI/UX is related to graphic design in the following ways:

- **Visual design elements:** Both UI/UX design and graphic design utilize visual design elements such as typography, color, imagery and layout to create visually appealing and effective communication. Graphic designers often work with these elements to create branding materials, advertisements and print media, while UI/UX designers apply them to digital interfaces to enhance usability and user engagement.
- **User-centered design:** UI/UX design and graphic design both involve a user-centered approach, although they focus on different aspects of user interaction. Graphic designers consider the target audience and their preferences when creating designs, aiming to communicate messages effectively. Similarly, UI/UX designers prioritize understanding user needs and behaviors to create intuitive and user-friendly digital experiences.
- **Information hierarchy:** Both disciplines involve organizing information in a structured and coherent manner. Graphic designers use principles of visual hierarchy to guide viewers' attention and convey the intended message effectively. In UI/UX design, information hierarchy is crucial for guiding users through digital interfaces, ensuring that the most important content is prominent and easily accessible.
- **Aesthetic considerations:** Both UI/UX designers and graphic designers consider aesthetics when creating designs, although they may have different objectives. Graphic designers often focus on creating visually appealing designs that evoke emotions and convey brand identity, while UI/UX designers prioritize usability and functionality, ensuring that designs are aesthetically pleasing while also meeting user needs and goals.
- **Tools and software:** UI/UX designers and graphic designers often use similar tools and software, such as Adobe Creative Suite (including Photoshop, Illustrator, and InDesign) and prototyping tools like Sketch, Figma or Adobe XD. However, UI/UX designers may also use specialized software for wireframing, prototyping and user testing to create digital interfaces.

While UI/UX design and graphic design share commonalities, they also have distinct focuses and methodologies. UI/UX design is primarily concerned with creating digital interfaces that optimize the user experience, while graphic design encompasses a broader range of visual communication tasks, including branding, marketing and editorial design. Nonetheless, both disciplines play crucial roles in shaping user interactions and experiences across various media and platforms.

The origins of UI/UX programs can be traced back to the emergence of human-computer interaction (HCI) as a field of study in the 1980s. Initially focused on improving the usability of computer systems, HCI evolved to encompass broader concerns related to user experience and interface design. As the internet and digital technologies became increasingly prevalent in the late 20th and early 21st centuries, the demand for skilled UI/UX designers grew exponentially.

In response to this demand, universities and colleges began offering specialized programs in UI/UX design, combining principles of human behavior, psychology, design and technology to train professionals capable of creating intuitive and engaging digital experiences. These programs evolved alongside advancements in technology and design methodologies, adapting to incorporate new tools, techniques and industry best practices.

What Sets UI/UX Programs Apart:
UI/UX programs distinguish themselves from other offerings in the design and technology sphere by their specific focus on creating user-centered digital experiences. While graphic design programs may focus on visual aesthetics and branding, and computer science programs may prioritize technical implementation, UI/UX programs uniquely bridge the gap between design and technology, emphasizing:

- **User-centered design:** UI/UX programs prioritize understanding user needs and behaviors, teaching students how to design interfaces and experiences that are intuitive, accessible, and delightful for users.
- **Interdisciplinary approach:** UI/UX programs draw from various disciplines including design, human behavior, psychology, human-computer interaction and information science, providing students with a holistic understanding of the factors influencing user experience.
- **Emphasis on prototyping and iteration:** UI/UX programs emphasize rapid prototyping and iterative design processes, allowing students to quickly test and refine their designs based on user feedback and usability testing.
- **Integration of technology:** UI/UX programs incorporate training in industry-standard tools and technologies used in interface design and prototyping, enabling students to create interactive and responsive digital experiences.

Goals and Objectives for Gaining Employment in UI/UX or Design:
Upon completion of a UI/UX program, students should be prepared to pursue careers in UI/UX design, interaction design, product design, or related fields. The goals and objectives for gaining employment in UI/UX or design include:

- **Acquisition of technical skills:** Develop proficiency in UI/UX design tools, prototyping software and relevant programming languages.
- **Understanding of user-centered design principles:** Gain knowledge of user research methods, usability testing and design thinking processes.

- **Portfolio development:** Create a portfolio showcasing projects that demonstrate proficiency in UI/UX design principles, problem-solving skills and creativity.
- **Networking and industry engagement:** Engage with industry professionals through internships, networking events and mentorship opportunities to gain insights into the field and expand professional connections.
- **Industry exposure:** Gain exposure to industry trends, practices, and standards through internships, guest lectures and industry collaborations.
- **Career preparation:** Receive guidance and support in job searching, resume building, interviewing\ and freelancing, tailored to the specific needs and goals of the student.

Why This Is Especially Appropriate for the Region and College:
UI/UX design is particularly relevant for our region and college due to our proximity to major tech developers. De Anza College is situated in the heart of Silicon Valley, the most innovative tech hub and creative industry center in the country, where innovation and design excellence are highly valued. By offering a UI/UX program, we can meet the demand for skilled designers in the local job market and contribute to the growth of the digital economy.

Support for Information Literacy, Communication and Expression, and Social Responsibility:
- **Information literacy:** UI/UX programs teach students how to effectively gather, analyze and interpret user data to inform design decisions, promoting critical thinking and information literacy skills.
- **Communication and expression:** UI/UX programs emphasize effective communication through design, teaching students how to articulate design concepts, present ideas visually and advocate for user needs and preferences.
- **Social responsibility:** UI/UX programs instill a sense of social responsibility by emphasizing the ethical considerations of design, including accessibility, inclusivity and privacy. Students learn to design interfaces that are inclusive and accessible to diverse user populations, promoting social equity and responsibility in digital design.

3. Enrollment Numbers

Course ID	Year 1 Annual # Sections 2021-22	Annual Enrollment Total	Year 2 Annual # Sections 22-23	Annual Enrollment Total
D008. TWO-DIMENSIONAL DESIGN	7	193	7	187
D053. INTRO GRAPHIC DESIGN: VECTOR	6	188	6	180
D054. INTRO GRAPHIC DES: DESIGN IMAG	3	90	3	90
D056. GRAPH DES:PAGE LAYOUT DIG PUB	1	36	1	31
D065 GRAPH DES: UI/UX AND WWW	5 1	33	1	33
D012. DESIGN AND COLOR	5	117	4	99
D089A WEB PAGE DEVELOPMENT	4	153	4	150
D090. PRIN MARKETING	7	304	8	331

4. Place of Program in Curriculum/Similar Programs
- The UI/UX program does not replace an existing program at the college.
- Related programs include Graphic and Interactive Design.

5. Similar Programs at Other Colleges in Service Area

West Valley College offers a Certificate of Achievement and an Associate in Arts in User Experience (UX), requiring the completion of 25 and 35 semester units, respectively. Both the UX program at West Valley College and the UI/UX programs at De Anza College share foundational coursework in graphic and interactive design, employing industry-standard tools. Additionally, both programs integrate essential courses in web development and marketing. However, the De Anza UI/UX Certificate of Achievement-Advanced/Associate in Arts program differentiates itself through an extensive focus on design theory and sociological theory, preparing students to approach user interface and experience design with a deeper understanding of human behavior and empathy, enhancing their ability to communicate visually with end users.

Mission College offers a Certificate of Achievement in User Experience and Interface Design (UX), which requires 18 semester units for completion. Like the programs at De Anza College, the UX program at Mission College includes foundational coursework in graphic and interactive design, utilizing industry-standard tools, alongside essential web development courses. However, the De Anza UI/UX Certificate of Achievement-Advanced/Associate in Arts program stands out due to its comprehensive curriculum, which encompasses advanced technical skill development, marketing, design theory and sociological theory. This breadth of study equips students with the knowledge and practical skills necessary to design user experiences and interfaces with a heightened sense of empathy and effectiveness.

Ohlone College offers a noncredit certificate in User Experience and Interface Design, which includes three courses selected from a set of six offerings. While this program provides basic training in UX/UI concepts, it is less comprehensive than the offerings at De Anza College. The De Anza UI/UX Certificate of Achievement-Advanced/Associate in Arts program surpasses Ohlone's program by providing an extensive and robust curriculum. In addition to covering essential web development and marketing, De Anza's program emphasizes advanced technical skills, design theory and sociological theory, equipping students with the tools to craft empathetic and user-centered design solutions effectively.

6. Enrollment and Completer Projections

The Labor Market Information (LMI) data indicates there is a clear undersupply of UI/UX design professionals in the Bay Area, particularly in the Silicon Valley Sub-Region (Santa Clara County), where workforce demand exceeds the number of qualified graduates. With 1,543 annual job openings in the Bay Area and only 308 annual program completions, there is an annual shortfall of 1,235 students. Similarly, in the Silicon Valley Sub-Region, 288 annual job openings contrast with just 75 completions, leaving a gap of 213 students. This data underscores the need for a dedicated community college UI/UX design program to address the growing industry demand and workforce shortage.

De Anza College
Program Outline Report

Program Basics

Program Title:	UI/UX: User Interface/User Experience Design
Program Status:	In development
Department:	ARTS - Visual Arts and Design
Award Type:	Associate in Arts (A.A.) Degree (Credit)
Program Description	Begin your education in the dynamic realm of User Interface (UI) and User Experience (UX) design with our Associate in Arts (A.A.) degree program. Rooted in the fusion of innovative digital tools, design theory, heuristics, research and human-centered principles, this comprehensive curriculum is meticulously crafted to equip you with the skills needed to shape the future of interactive technology. Student will engage in the following: Digital tools mastery: Dive into the latest industry-standard software and tools used in UI/UX design, including Adobe XD, Figma and other emerging technologies. Through hands-on projects and tutorials, develop proficiency in creating wireframes, prototypes and interactive mockups that bring your design concepts to life. Heuristics and design principles: Learn to apply established heuristics and design guidelines to evaluate and optimize the usability and accessibility of digital interfaces across web, mobile and emerging platforms. Design theory and aesthetics: Delve into the principles of design theory, typography, color theory and visual hierarchy to create visually compelling and intuitive user interfaces. Gain insights into the psychology of perception and cognition, understanding how design choices influence user behavior and engagement. Prototyping and iterative design: Embrace an iterative design process as you prototype, test and refine your designs based on user feedback and usability testing. Explore rapid prototyping techniques, including paper prototyping, low-fidelity wireframes and high-fidelity interactive prototypes, to iterate and iterate quickly. Project-based learning: Apply your skills and knowledge to real-world projects, collaborating with peers to solve complex design challenges. From conceptualizing innovative product concepts to designing user-friendly interfaces, you'll gain practical experience that prepares you for success in the field.
Control Number:	No value
Credential ID:	No value
TOP Code (SP01) :	1030.00
TOP Code (SP01) :	*Graphic Art and Design
CIP Code:	(50.0401) Design and Visual Communications, General.
Maximum Units:	90
Minimum Units:	90
Curriculum Committee Approval Date:	04/15/2025
Board of Trustees Approval Date:	No value

Proposal Details

Proposal Start: Fall 2025

Submission Rationale

- New Program

Program Files Upload

Program Requirements File - ALL certificate/degree programs

UIUX 2 Form_ProgramRequirements_Certificate.docx

⇱ Download

LMI File - ALL CTE certificate/degree programs

LMI_UIUX_AA_2025.pdf

⇱ Download

Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

Minutes_Advisory_UIUX_AA_2025.pdf

⇱ Download

Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

CTE

Program Header

Program Header

Graphic and Interactive Design

Program Division

Program Division

2CA

Program Sub-Award

Program Sub-Award

NA

Comments - Program

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 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

LMID EDD Consultant (lmidedd)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

AA_UI/UX: User Interface/User Experience Design (Total 48.5-50.5)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses are cross-listed or have an honors version. Students will receive credit for only one cross-listed or honors course.	0

Required Core: (Total 37.5)
Complete all of the following

ARTSD008. - Two-Dimensional Design	4
ARTSD010A - Three-Dimensional Design	4
ARTSD012. - Design and Color	4
ARTSD053. - Introduction to Graphic Design: Vector Illustration	4
ARTSD054. - Introduction to Graphic Design: Digital Imaging	4
ARTSD056. - Graphic Design: UI Prototyping and Digital Publishing	4
ARTSD065. - Graphic Design: UI/UX	4
BUSD090. - Principles of Marketing	5
CISD089A - Web Page Development	4.5

List A: (Total 7-8)
Complete the following number of units: 7-8

ARTSD001A - Introduction to the Visual Arts	4
ARTSD004A - Beginning Drawing	4
ARTSD057. - Graphic Design-Visual Communication: Typography	4
ARTSD085. - Graphic Design: Motion Graphics	4
PHTGD004. - Introduction to Digital Photography	3

List B: (Total 4-5)
Complete the following number of units: 4-5

ANTHD002. - Cultural Anthropology	4
ANTHD002H - Cultural Anthropology - HONORS	4
BUSD094. - Social Media Marketing Strategies	5
CISD002. - Computers and the Internet in Society	4
PSYCD008. - Introduction to Social Psychology	4

Additional completion of one of the following general education patterns: De Anza General Education or California General Education Transfer Curriculum (Cal-GETC) AND electives as needed to reach at least 90 units	0

Recommended Sequences

No value

Program Outcomes

AA_UI/UX: User Interface/User Experience Design

PSLO	Performance
Demonstrate awareness of digital tools as an effective and important aspect of user interface design	100
Demonstrate the ability to apply user-centered design principles and methodologies to create intuitive, accessible and engaging digital experiences that meet the needs and preferences of diverse user demographics	100
Demonstrate proficiency in heuristic methods, problem-solving and critical thinking, employing analytical and creative strategies to identify user pain points, anticipate user needs and propose innovative design solutions that address complex design challenges	100

Demonstrate strong visual communication skills, utilizing typography, color theory, layout design and visual hierarchy to craft visually compelling and cohesive user interfaces that enhance usability, readability and brand identity	100
Demonstrate a proficient application of prototyping techniques and iterative design processes, utilizing industry-standard tools to rapidly develop and refine interactive prototypes that effectively communicate design concepts and gather user feedback	100

Program Narrative

1. Program Goals and Objectives

The De Anza College UI/UX program aims to prepare students for successful careers in the rapidly growing field of user interface (UI) and user experience (UX) design. By integrating technical skills with practical experience, our program addresses occupational and professional development learning purposes, equipping students with the competencies needed to thrive in the digital design industry. Students will be prepared for the following:

1. **Proficiency in UI/UX design tools:** Students will gain proficiency in industry-standard UI/UX design tools such as Adobe XD, Figma and other emerging technologies, enabling them to create interactive prototypes and design user interfaces effectively.
2. **Understanding of user-centered design principles:** Students will develop a strong understanding of user-centered design principles and methodologies, including user research, usability testing and iterative design processes, to create intuitive and user-friendly digital experiences.
3. **Visual design skills:** Students will acquire visual design skills such as typography, color theory, layout design and visual hierarchy to create visually appealing and cohesive user interfaces that enhance usability and brand identity.
4. **Prototyping and wireframing:** Students will learn prototyping and wireframing techniques to translate design concepts into interactive prototypes and low-fidelity mockups, facilitating user testing and iteration throughout the design process.
5. **Collaboration and communication:** Students will develop effective collaboration and communication skills, working collaboratively with multidisciplinary teams, stakeholders and clients to articulate design concepts, gather feedback and iterate on designs.

In addition to preparing students for immediate entry into the workforce, the UI/UX program also fosters professional development learning by:

1. **Adapting to emerging technologies:** The program emphasizes staying abreast of emerging technologies, trends, and best practices in UI/UX design, equipping students with the skills and mindset to adapt to evolving industry demands throughout their careers.
2. **Fostering critical thinking and problem-solving:** Through hands-on projects and real-world challenges, students develop critical thinking and problem-solving skills that are applicable across various domains, empowering them to tackle complex design problems throughout their careers.

De Anza College's UI/UX program provides students with a comprehensive education that prepares them for success in the dynamic and ever-evolving field of digital design.

2. Master Planning

De Anza College's Graphic and Interactive Design program was originally approved in 1995. In 2013 the GID program began to incorporate assignments and develop courses that fall under UI/UX (User Interface/User Experience) design. UI/UX design and graphic design are closely related disciplines within the broader field of design, and they share several similarities while also having distinct focuses and methodologies. UI/UX is related to graphic design in the following ways:

- **Visual design elements:** Both UI/UX design and graphic design utilize visual design elements such as typography, color, imagery and layout to create visually appealing and effective communication. Graphic designers often work with these elements to create branding materials, advertisements and print media, while UI/UX designers apply them to digital interfaces to enhance usability and user engagement.
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While UI/UX design and graphic design share commonalities, they also have distinct focuses and methodologies. UI/UX design is primarily concerned with creating digital interfaces that optimize the user experience, while graphic design encompasses a broader range of visual communication tasks, including branding, marketing and editorial design. Nonetheless, both disciplines play crucial roles in shaping user interactions and experiences across various media and platforms.

The origins of UI/UX programs can be traced back to the emergence of human-computer interaction (HCI) as a field of study in the 1980s. Initially focused on improving the usability of computer systems, HCI evolved to encompass broader concerns related to user experience and interface design. As the internet and digital technologies became increasingly prevalent in the late 20th and early 21st centuries, the demand for skilled UI/UX designers grew exponentially.

In response to this demand, universities and colleges began offering specialized programs in UI/UX design, combining principles of human behavior, psychology, design and technology to train professionals capable of creating intuitive and engaging digital experiences. These programs evolved alongside advancements in technology and design methodologies, adapting to incorporate new tools, techniques and industry best practices.

What Sets UI/UX Programs Apart:

UI/UX programs distinguish themselves from other offerings in the design and technology sphere by their specific focus on creating user-centered digital experiences. While graphic design programs may focus on visual aesthetics and branding, and computer science programs may prioritize technical implementation, UI/UX programs uniquely bridge the gap between design and technology, emphasizing:

- **User-centered design:** UI/UX programs prioritize understanding user needs and behaviors, teaching students how to design interfaces and experiences that are intuitive, accessible and delightful for users.
- **Interdisciplinary approach:** UI/UX programs draw from various disciplines including design, human behavior, psychology, human-computer interaction and information science, providing students with a holistic understanding of the factors influencing user experience.
- **Emphasis on prototyping and iteration:** UI/UX programs emphasize rapid prototyping and iterative design processes, allowing students to quickly test and refine their designs based on user feedback and usability testing.
- **Integration of technology:** UI/UX programs incorporate training in industry-standard tools and technologies used in interface design and prototyping, enabling students to create interactive and responsive digital experiences.

Goals and Objectives for Gaining Employment in UI/UX or Design:

Upon completion of a UI/UX program, students should be prepared to pursue careers in UI/UX design, interaction design, product design, or related fields. The goals and objectives for gaining employment in UI/UX or design include:

- **Acquisition of technical skills:** Develop proficiency in UI/UX design tools, prototyping software, and relevant programming languages.
- **Understanding of user-centered design principles:** Gain knowledge of user research methods, usability testing and design thinking processes.

- **Portfolio development:** Create a portfolio showcasing projects that demonstrate proficiency in UI/UX design principles, problem-solving skills and creativity.
- **Networking and industry engagement:** Engage with industry professionals through internships, networking events and mentorship opportunities to gain insights into the field and expand professional connections.
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Support for Information Literacy, Communication and Expression, and Social Responsibility:

- **Information literacy:** UI/UX programs teach students how to effectively gather, analyze and interpret user data to inform design decisions, promoting critical thinking and information literacy skills.
- **Communication and expression:** UI/UX programs emphasize effective communication through design, teaching students how to articulate design concepts, present ideas visually and advocate for user needs and preferences.
- **Social responsibility:** UI/UX programs instill a sense of social responsibility by emphasizing the ethical considerations of design, including accessibility, inclusivity and privacy. Students learn to design interfaces that are inclusive and accessible to diverse user populations, promoting social equity and responsibility in digital design.

3. Enrollment Numbers

Course ID	Year 1 Annual # Sections	Annual Enrollment Total	Year 2 Annual # Sections	Annual Enrollment Total
	2021-22		22-23	
D008. TWO-DIMENSIONAL DESIGN	7	193	7	187
D053. INTRO GRAPHIC DESIGN: VECTOR	6	188	6	180
D054. INTRO GRAPHIC DES: DESIGN IMAG	3	90	3	90
D056. GRAPH DES:PAGE LAYOUT DIG PUB	1	36	1	31
D065 GRAPH DES: UI/UX AND WWW5	1	33	1	33
D012. DESIGN AND COLOR	5	117	4	99
D089A WEB PAGE DEVELOPMENT	4	153	4	150
D090. PRIN MARKETING	7	304	8	331

4. Place of Program in Curriculum/Similar Programs

- The UI/UX program does not replace an existing program at the college.
- Related programs include Graphic and Interactive Design.

5. Similar Programs at Other Colleges in Service Area

West Valley College offers a Certificate of Achievement and an Associate in Arts in User Experience (UX), requiring the completion of 25 and 35 semester units, respectively. Both the UX program at West Valley College and the UI/UX programs at De Anza College share foundational coursework in graphic and interactive design, employing industry-standard tools. Additionally, both programs integrate essential courses in web development and marketing. However, the De Anza UI/UX Certificate of Achievement-Advanced/Associate in Arts program differentiates itself through an extensive focus on design theory and sociological theory, preparing students to approach user interface and experience design with a deeper understanding of human behavior and empathy, enhancing their ability to communicate visually with end users.

Mission College offers a Certificate of Achievement in User Experience and Interface Design (UX), which requires 18 semester units for completion. Like the programs at De Anza College, the UX program at Mission College includes foundational coursework in graphic and interactive design, utilizing industry-standard tools, alongside essential web development courses. However, the De Anza UI/UX Certificate of Achievement-Advanced/Associate in Arts program stands out due to its comprehensive curriculum, which encompasses advanced technical skill development, marketing, design theory and sociological theory. This breadth of study equips students with the knowledge and practical skills necessary to design user experiences and interfaces with a heightened sense of empathy and effectiveness.

Ohlone College offers a noncredit certificate in User Experience and Interface Design, which includes three courses selected from a set of six offerings. While this program provides basic training in UX/UI concepts, it is less comprehensive than the offerings at De Anza College. The De Anza UI/UX Certificate of Achievement-Advanced/Associate in Arts program surpasses Ohlone's program by providing an extensive and robust curriculum. In addition to covering essential web development and marketing, De Anza's program emphasizes advanced technical skills, design theory and sociological theory, equipping students with the tools to craft empathetic and user-centered design solutions effectively.

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6. Enrollment and Completer Projections

The Labor Market Information (LMI) data indicates there is a clear undersupply of UI/UX design professionals in the Bay Area, particularly in the Silicon Valley Sub-Region (Santa Clara County), where workforce demand exceeds the number of qualified graduates. With 1,543 annual job openings in the Bay Area and only 308 annual program completions, there is an annual shortfall of 1,235 students. Similarly, in the Silicon Valley Sub-Region, 288 annual job openings contrast with just 75 completions, leaving a gap of 213 students. This data underscores the need for a dedicated community college UI/UX design program to address the growing industry demand and workforce shortage.

De Anza College
Program Outline Report

Program Basics

Program Title:	Vietnamese Language and Culture
Program Status:	In development
Department:	VIET - Vietnamese
Award Type:	Certificate of Achievement (COA) (Credit)
Program Description	The Certificate of Achievement in Vietnamese is designed to offer students opportunities to engage with the local communities in the Bay Area, where a great deal of business and trade is conducted with Vietnam. For students who already speak Vietnamese with their families, the certificate will provide the opportunity to extend their linguistic repertoire and validate their knowledge, particularly as applied to their careers. This certificate not only satisfies the language requirement for students applying to transfer to UC or CSU but also provides additional benefits for those wishing to pursue further studies or entering the workforce, particularly in areas such as local, state or federal civil service or in the private sector. The Certificate of Achievement in Vietnamese is designed to immerse students in a rich language experience, equipping them with practical language skills necessary to function in an increasingly global and competitive marketplace. This program not only builds students' language proficiency in Vietnamese in speaking, listening, reading and writing, but also provides valuable insights into Vietnamese culture, history and socio-politics. The certificate serves students who would like to or need to have their language competency recognized as an add-on to their job skills. Some of our students may be interested in teaching English in Vietnam or in Vietnamese private companies. This certificate program enhances students' job opportunities in Vietnamese-related companies. At the same time, the Vietnamese language courses fulfill the language requirement and are transferrable to UC and CSU.
Control Number:	No value
Credential ID:	COA_Vietnamese Language and Culture
TOP Code (SP01) :	1117.20
TOP Code (SP01) :	Vietnamese
CIP Code:	(16.1408) Vietnamese Language and Literature.
Maximum Units:	19
Minimum Units:	19
Curriculum Committee Approval Date:	04/15/2025
Board of Trustees Approval Date:	No value

Proposal Details

Proposal Start:	Fall 2025

Submission Rationale

No value

Program Files Upload

Program Requirements File - ALL certificate/degree programs

Program Requirements _ Certificate of Achievement in Vietnamese.docx

⊟ Download

LMI File - ALL CTE certificate/degree programs

No Value

Advisory Board Minutes File - Credit CTE certificate/degree programs ONLY

No Value

Regional BACCC Minutes File - Credit CTE certificate/degree programs ONLY

No Value

TMC Template File - Transfer degree programs ONLY

No Value

ASSIST File(s) - Transfer certificate/degree programs ONLY

No Value

Program Goal

Program Goal

Local

Program Header

Program Header

Languages

Program Division

Program Division

2IC

Program Sub-Award

Program Sub-Award

NA

Comments - Program

Stage 2: Department Chair

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/23/24	Debbie - Dept Chair	Program Narrative - Master Planning	Required	Change "Certificate of Achievement in World Languages" to "Certificate of Achievement in Vietnamese Language and Culture". There are at least 3 places where this needs to be changed.	Y

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed

				Instead of: PSLOs Program Student Learning Outcomes - Upon completion, students will be able to • Have a consistent working command of a core vocabulary of approximately 1500 Vietnamese words and essential sentence structures necessary to request and provide information, both orally and in writing, and to engage in meaningful communication with native Vietnamese speakers, using appropriate language, style, sensitivity, and respectfulness in high-frequency situations within familiar contexts. • Demonstrate an increasingly accurate grasp of social protocols and contributions of Vietnamese-speaking cultures by analyzing and comparing them to their own cultures. The outcomes must begin with a Bloom's Taxonomy (http://dilbert.fhda.edu/curriculum/Init_bloom.html) verb. They do not include the words "students will be able to". For example: PSLOs Demonstrate a working command of a core vocabulary of approximately 1500 Vietnamese words and essential sentence structures necessary to request and provide information, both orally and in writing, and to engage in meaningful communication with native Vietnamese speakers, using appropriate language, style, sensitivity, and respectfulness in high-frequency situations within familiar contexts. Anticipated outcome performance: 90%. Demonstrate an increasingly accurate grasp of social protocols and contributions of Vietnamese-speaking cultures by analyzing and comparing them to their own cultures. Anticipated outcome performance: 80%.	
4/1/2024	Mary Pape – SLO Coordinator	Learning Outcomes – PSLOs	Required		Y
4/17/2024	Mary Pape – SLO Coordinator	Learning Outcomes – PSLOs	Recommended	The SLO outcome statements are now formed perfectly. However, since each of the two outcomes would most appropriately be assessed by a different method of assessment, these should be two separate outcomes each with their own outcome performance %.	Y
4/28/2024	Mary Pape – SLO Coordinator	Learning Outcomes – PSLOs	Required	Please separate into two outcomes. Since writing "recommended" I realize that soon we will be mapping course level outcomes to program level outcomes and combining the program level outcomes into one outcome will make the mapping less meaningful.	Y

Stage 6: CTE Dean

No Value

Stage 8: Articulation Officer

No Value

Stage 9: Curriculum Committee

No Value

Curriculum Office - Program

Program Distance Education

0% (0000)

Program Apprenticeship

No

Program CDCP Eligibility Criteria

NA

Program Employment Potential

N/A (none)

Program Code

No Value

Curriculum Office Notes

No Value

Program Requirements

COA_Vietnamese Language and Culture (Total 19)
Complete all of the following

IMPORTANT NOTE: Some courses have prerequisites; see the college catalog for more information.	0
IMPORTANT NOTE: Some courses are cross-listed or have an honors version. Students will receive credit for only one cross-listed or honors course.	0

Required Core: (Total 15)
Complete all of the following

VIETD001. - Elementary Vietnamese (First Quarter)	5
VIETD002. - Elementary Vietnamese (Second Quarter)	5
VIETD003. - Elementary Vietnamese (Third Quarter)	5

List A: (Total 4)
Complete the following number of units: 4

ANTHD002. - Cultural Anthropology	4
ANTHD002H - Cultural Anthropology - HONORS	4
ANTHD006. - Linguistic Anthropology	4
ASAMD001. - Asian American Experiences Past to Present	4
ASAMD013. - Asian Americans and Asia	4

ASAMD032. - Vietnamese Literature from Traditional to Asian American Expressions	4
ASAMD040. - History of Art: Arts of Asia	4
ARTSD002G - History of Art: Arts of Asia	4
COMMD007. - Intercultural Communication	4
COMMD007H - Intercultural Communication - HONORS	4
GEOD004. - Cultural Geography	4
INTLD005. - Contemporary Global Issues	4
JOURD002. - Media and Its Impact On Society	4
LINGD001. - Introduction to Linguistics	4

Recommended Sequences

No value

Program Outcomes

COA_Vietnamese Language and Culture

PSLO	Performance
Demonstrate a working command of a core vocabulary of approximately 1500 Vietnamese words and essential sentence structures necessary to request and provide information, both orally and in writing, and to engage in meaningful communication with native Vietnamese speakers, using appropriate language, style, sensitivity and respectfulness in high-frequency situations within familiar contexts	100
Demonstrate an increasingly accurate grasp of social protocols and contributions of Vietnamese-speaking cultures by analyzing and comparing them to their own cultures	100

Program Narrative

1. Program Goals and Objectives

Vietnamese has become an important business language, spoken by nearly 99 million people in Vietnam and approximately 5 million overseas Vietnamese who are concentrated for the most part in large cities around the world – notably in San José and Orange County in California. Foreign businesses including big American companies have established their presence in Vietnam for some time. Having a Certificate of Achievement in Vietnamese from De Anza will benefit students in many ways. This certificate will help students with no prior knowledge of the language to appreciate Vietnamese culture, abundantly on display in San José and elsewhere, and engage with Vietnamese-speaking communities in California and beyond. It will also serve those students with prior knowledge of the language to deepen their relationship with their own communities and families. In addition, this certificate will serve students who would like to have their language skills recognized, and possibly compensated, as an add-on to their job skills in areas such as local, state or federal civil service or in the private sector.

Coursework in Vietnamese may be applied toward several majors and minors, including anthropology, humanities, international studies, international business, linguistics, and history. The Certificate of Achievement in Vietnamese strongly aligns with the college mission of promoting multicultural competencies and shaping socially and culturally responsible leaders. Completion of Vietnamese language courses fulfills the language requirement for students applying to transfer to the University of California (UC) or California State University (CSU).

2. Master Planning

None of the comparable regional colleges currently offer a Certificate of Achievement in Vietnamese Language and Culture. This includes Mission College, the College of San Mateo, West Valley College and Evergreen Valley College.

A Certificate of Achievement in Vietnamese Language and Culture will offer a unique opportunity for students at De Anza to develop their multilingual abilities and multicultural perspectives. We live in a multilingual and multicultural society, where understanding other languages and cultures helps build relationships and promote diversity.

The goal of the program is to support students so that they can engage locally and globally in their communities and in their work in travel, law, business and NGOs. An additional and unique facet of this certificate is that it provides the opportunity to explore languages and cultures through an interdisciplinary lens as students take content courses in other departments to fulfill their electives. Since understanding the diversity of languages and cultures provides a critical lens, the study of world languages is an excellent ancillary for students who plan to pursue undergraduate or graduate work in areas such as anthropology, history, law, Chicanx studies, linguistics, or business. A Certificate of Achievement in Vietnamese Language and Culture will satisfy the language requirement for transfer students, and it will offer additional benefits for those engaging in future study or work, specifically in areas such as civil service or in the private sector. The certificate strongly aligns with the college mission of promoting multicultural competencies and shaping socially and culturally responsible leaders.

This certificate will serve students with no prior knowledge of other languages to build their multilingual and multicultural repertoires. It will also serve students who are already multilingual or multicultural by helping them better understand their languages while connecting this knowledge to other languages. All of the language courses in this certificate program fulfill the language requirement for those students who want to transfer to UC and CSU. Furthermore, the certificate´s coursework may be applied towards other majors and minors, including anthropology, humanities, international studies, international business, linguistics and history. A Certificate of Achievement in Vietnamese Language and Culture strongly aligns with the college mission of promoting multicultural competencies and shaping socially and culturally responsible leaders.

De Anza College serves many students from San José, Gilroy and Morgan Hill. In this service area, De Anza College will be the only one to offer a Certificate of Achievement in Vietnamese. Additionally, unique to this certificate is the opportunity to explore the cultures of the Vietnamese-speaking world through an interdisciplinary lens as students take content courses in other departments to fulfill their electives.

3. Enrollment Numbers

	Year 1	Year 1	Year 2	Year 2
Course ID	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
VIET 1	3	114	3	114
VIET 2	2	66	2	66
VIET 3	1	40	1	43

4. Place of Program in Curriculum/Similar Programs

This Certificate of Achievement is the first in this program. The program does not replace any existing program and is a new program; one of the certificates in our world language offerings.

5. Similar Programs at Other Colleges in Service Area

There are no certificates in world languages at other colleges.

6. Enrollment and Completer Projections

No Value