De Anza College

Change Report

05/31/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
Summary of Revisions	Outline
Summary of Revisions	Other
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
Comments	Stage 5: SLO Coordinator
CTE Course	Is this a CTE (Career Technical Education) course?

Section	Changed field
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Huafu Liu	• James Tallent
	Course ID (CB01A and CB01B)	AUTOD062A	AUTOD062A
	Course Control Number	CCC000056209	CCC000056209
	Course Title (CB02)	Automotive Suspension, Steering and Alignment	Automotive Suspension, Steering and Alignment
	Short Course Title	AUTO SUSPEN/STEER/ALIGNM	AUTO SUSPEN/STEER/ALIGNM
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
❗	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
❗	**Course Description**	Operation of automotive suspension, steering and alignment systems. Overview of maintenance, repair and troubleshooting procedures.	~~Operation~~ This course covers operation of automotive suspension, steering and alignment ~~systems. Overview of~~ systems with a focus on maintenance, repair and troubleshooting procedures.
❗	**Course Type (CB27)**	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - AUTO TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Chassis Technology. It is also intended to better prepare students for work in the automotive industry in the areas of suspension, steering, and alignment, as advised by our industry advisory committee.	This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Chassis Technology. It is also intended to better prepare students for work in the automotive industry in the areas of suspension, steering, and alignment, as advised by our industry advisory committee.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Automotive Chassis Technology **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Automotive Chassis Technology **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Automotive Chassis Technology **Award Type** Certificate of Achievement (COA)	**Associated Program** Automotive Chassis Technology **Award Type** Certificate of Achievement (COA)
		Associated Program Automotive Chassis Technology **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Automotive Chassis Technology **Award Type** Associate in Science (A.S.) Degree
		Associated Program 215_Autonomous and Electric Vehicle Technician (Level 1) (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** 215_Autonomous and Electric Vehicle Technician (Level 1) (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	9	9
	Lecture Hours - Out of Class	18	18
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	324	324
	Lecture Hours - Course In-Class (Contact) per Term	108	108
	Lecture Hours - Course Out-of-Class per Term	216	216
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	216	216

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	9	9
	Total Credit Units - Maximum Credit Units	9	9

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	324	324
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	9	9
	Minimum Credit Units	9	9
	Maximum Credit Units	9	9

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. Multiple-choice quizzes that requires the students to identify and diagnose suspension, steering, alignment systems 2. Reading from textbook and informational handouts 3. Performance research paper	1. Multiple-choice quizzes that requires the students to identify and diagnose suspension, steering, alignment systems 2. Reading from textbook and informational handouts 3. Performance research paper

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	**Methods of Evaluation** **Methods of Evaluation** 1. Multiple choice examinations, each focused on the areas of suspension, steering, and alignment to be evaluated for correctness. 2. Performance research assignment paper focusing on an area of interest related to one of the course objectives to be evaluated for the comprehensive understanding of steering, suspension, and alignment. 3. Final exam consisting of multiple-choice questions that requires the students to identify and diagnose steering, suspension, and alignment.	**Methods of Evaluation** **Methods of Evaluation** 1. Multiple choice examinations, each focused on the areas of suspension, steering, and alignment to be evaluated for correctness. 2. Performance research assignment paper focusing on an area of interest related to one of the course objectives to be evaluated for the comprehensive understanding of steering, suspension, and alignment. 3. Final exam consisting of multiple-choice questions that requires the students to identify and diagnose steering, suspension, and alignment.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Safety glasses **Essential College Facilities:** • Lecture classroom and automotive facility • Access to automotive repair web sites • All DATA electronic information system (WEB based), http://library.alldatapro.com • Mitchell on demand electronic information system (WEB based), http://Shopkey5.com	**Essential Student Materials:** • Safety glasses • Work shoes **Essential College Facilities:** • Lecture classroom and automotive facility • Access to automotive repair web sites • All DATA electronic information system (WEB based), http://library.alldatapro.com • Mitchell on demand electronic information system (WEB based), http://Shopkey5.com
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Halderman, James D. "Automotive Chassis Systems 7th Edition". Prentice Hall, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Automotive Chassis Systems **Author** James D. Halderman **Publisher** Pearson **Date/Edition** 2021/8th edition **ISBN** 9780135758748

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** "Alldata" electronic information system at www.alldata.com **May include, but are not limited to** No value **Reading List** "Mitchell on-demand" electronic information system at www.mitchell1.com **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Define undercar systems • Categorize information related to wheel alignment systems • Develop a wheel alignment repair plan	• Define different types of steering systems and repair procedures. • Understand different types of suspension systems and repair procedures. • Demonstrate ability to properly inspect, service, and repair tires and wheels. • Identify and measure the three adjustable wheel alignment angles.

Changed	Field	Current Version	Proposed Version
❗	CSLOs	**CSLOs** Understand proper under car inspection procedures. **Expected SLO Performance** 0.0	**CSLOs** Understand proper under car inspection procedures. **Expected SLO Performance** 0.0
		CSLOs Understand proper vehicle wheel alignment procedures. **Expected SLO Performance** 0.0	**CSLOs** Understand proper vehicle wheel alignment procedures. **Expected SLO Performance** 0.0
			CSLOs Demonstrate understanding of steering, suspension, and tire service. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Define undercar systems 1. Steering systems 1. Recirculating ball type systems 2. Rack and pinion systems 3. Manual and hydraulic assist for steering 2. Suspension systems 1. King pin suspension system 2. Solid axle systems 3. Twin I-Beam suspension 4. Short/Long arm suspension 5. MacPherson Strut suspensions 6. Leaf spring systems 7. Torsion bar systems 3. Tires and wheels 1. Tire and wheel inspection including pressure, wear pattern, and date codes 2. Proper removal and replacement procedures 3. Wheel offset, back spacing, and bolt circle. 4. Reading tire sidewall information for rim size, aspect ratio, tread width, tread wear, traction temperature ratings. 4. Wheel alignment angles 1. Caster and its effect on driveability and tire wear. 2. Camber and its effect on driveability and tire wear. 3. Toe in and toe out and its effect on driveability and tire wear.	1. Understand different types of steering systems and repair procedures. 1. Recirculating ball type systems 2. Rack and pinion systems 3. Manual and hydraulic assist for steering 4. Electric steering gears and related sensors. 2. Understand different types of suspension systems and repair procedures. 1. King pin suspension system 2. Solid axle systems 3. Twin I-Beam suspension 4. Short/Long arm suspension 5. MacPherson Strut suspensions 6. Leaf spring systems 7. Torsion bar systems 8. Pneumatic and electronically controlled suspension 3. Demonstrate knowledge of proper inspection, service, and repair procedures for tires and wheels. 1. Tire and wheel inspection including pressure, wear pattern, and date codes 2. Proper removal and replacement procedures 3. Wheel offset, back spacing, and bolt circle. 4. Reading tire sidewall information for rim size, aspect ratio, tread width, tread wear, traction temperature ratings. 5. Diagnose and repair tire pressure monitor systems. 4. Identify and measure the three adjustable wheel alignment angles. 1. Caster and its effect on drivability and tire wear.

Changed	Field	Current Version	Proposed Version
		2. Categorize information related to wheel alignment systems 1. Proper road test procedures and techniques to help determine the root cause of concern. 2. Vehicle inspection procedure 1. Ride height 2. Steering system inspection prior to alignment. 3. Analyze tire wear for alignment adjustment and suspension repair. 3. Proper customer communication techniques. 1. Procedure to adjust Camber. 2. Procedure to adjust Caster. 3. Procedure to adjust Toe. 4. Wheel alignment angles 3. Develop a wheel alignment repair plan 1. Preparing a repair cost estimate and repair plan 1. Determine cost of parts and mark up calculations for profit. 2. Determine total labor hours to billed per industry guidelines. 3. Legal procedures and documentation for a repair up sell. 2. Verification of component failure 1. Steering component failures 2. Suspension component failures. 3. Repair techniques and wheel alignment angle settings 1. Alignment machine setup.	2. Camber and its effect on drivability and tire wear. 3. Toe in and toe out and its effect on drivability and tire wear. 4. Basic measurement techniques and adjustment methods.

Changed	Field	Current Version	Proposed Version
		2. Obtaining alignment angles. 3. Interpreting data from alignment machine for repair.	
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	AUTO D051A and AUTO D051B	AUTO D051A and AUTO D051B
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2AT	No Value
❗	**Catalog Term (21-22)**	23-24	No Value
❗	**5 Year Revision Year (2021)**	2018	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 062A	AUTO 062A
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	AUTO	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA

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

Changed	Questions	Current Version	Proposed Version
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	236503	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	094800	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated textbooks and references to reflect current publications

Changed	Questions	Current Version	Proposed Version
❗	**Outline**	No Value	Deleted course objective(s) Added course objective(s) SLO's update
❗	**Other**	No Value	Updated course outline to match new course objectives.

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	C. Demonstrate ability to properly inspect, service, and repair tires and wheels. 4. Reading tire sidewall information for rim size, aspect ratio, tread width, tread wear, traction temperature ratings.

C-Matrix Form

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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**	No Value	C. Demonstrate ability to properly inspect, service, and repair tires and wheels. 3. Wheel offset, back spacing, and bolt circle. D. Identify and measure the three adjustable wheel alignment angles. 4. Basic measurement techniques and adjustment methods.
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

<table>
<tr><th>Changed</th><th>Questions</th><th>Current Version</th><th>Proposed Version</th></tr>
<tr><td></td><td>Stage 2: Department Chair</td><td>No Value</td><td>No Value</td></tr>
<tr><td></td><td>Stage 3: Division Curriculum Representative</td><td>No Value</td><td>No Value</td></tr>
<tr><td></td><td>Stage 4: Division Dean</td><td>No Value</td><td>No Value</td></tr>
<tr><td></td><td>Stage 5: SLO Coordinator</td><td>No Value</td><td>
<table>
<tr><th>DATE</th><th>Name - Role OR Tab</th><th>Part - Field</th><th>Type of Edit</th><th>Edit</th><th>Initiator - Indicate "Y" When Completed</th></tr>
<tr><td>3/20/2024</td><td>Mary Pape – SLO Coordinator</td><td>Learning Outcomes – CSLO #1</td><td>Required</td><td>Change the CSLO so that the words “Student will” are removed. Suggestion: “Demonstrate proper under car inspection procedures.”</td><td></td></tr>
<tr><td>3/20/2024</td><td>Mary Pape – SLO Coordinator</td><td>Learning Outcomes – CSLO #3</td><td>Required</td><td>Change the CSLO so that the words “Student will” are removed. Suggestion: “Demonstrate understanding of steering, suspension, and tire service.”</td><td></td></tr>
</table>
</td></tr>
<tr><td></td><td>Stage 7: Content Review Matrix Liaison</td><td>No Value</td><td>No Value</td></tr>
<tr><td></td><td>Stage 8: AVP - Instruction</td><td>No Value</td><td>No Value</td></tr>
<tr><td></td><td>Stage 9: Articulation Officer</td><td>No Value</td><td>No Value</td></tr>
</table>

Changed	Questions	Current Version	Proposed Version
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	AUTOD062A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000056209

Articulation

Changed	Field	Current Version

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

De Anza College

Change Report

05/31/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.
Comments	Stage 5: SLO Coordinator
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?

Section	Changed field
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• James Tallent
	Course ID (CB01A and CB01B)	APRND062A	APRND062A
	Course Control Number	CCC000129151	CCC000129151
	Course Title (CB02)	Automotive Suspension, Steering and Alignment	Automotive Suspension, Steering and Alignment
	Short Course Title	AUTO SUSPEN/STEER/ALIGNM	AUTO SUSPEN/STEER/ALIGNM
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	APRN - Auto. Apprenticeship	APRN - Auto. Apprenticeship
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2025
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship
❗	**Course Description**	Operation of automotive suspension, steering and alignment systems. Overview of maintenance, repair and troubleshooting procedures.	~~Operation~~ This course covers operation of automotive suspension, steering and alignment ~~systems. Overview of~~ systems with a focus on maintenance, repair and ~~troubleshooting procedures.~~ troubleshooting.
❗	**Course Type (CB27)**	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - AUTO TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of suspension, steering, and alignment, as advised by our industry advisory committee.	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the areas of suspension, steering, and alignment, as advised by our industry advisory committee.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman technicians.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.

Changed	Field	Current Version	Proposed Version
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	9	9
	Lecture Hours - Out of Class	18	18
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	324	324
	Lecture Hours - Course In-Class (Contact) per Term	108	108
	Lecture Hours - Course Out-of-Class per Term	216	216
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	216	216

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	9	9
	Total Credit Units - Maximum Credit Units	9	9

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	324	324
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	9	9
	Minimum Credit Units	9	9
	Maximum Credit Units	9	9

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects
	Assignments	1. 8 multiple-choice quizzes that requires the students to identify and diagnose suspension, steering, alignment systems 2. Reading from textbook and informational handouts 3. Performance research paper	1. 8 multiple-choice quizzes that requires the students to identify and diagnose suspension, steering, alignment systems 2. Reading from textbook and informational handouts 3. Performance research paper

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Eight multiple choice examinations, each focused on the areas of suspension, steering, and alignment to be evaluated for correctness. 2. Performance research assignment paper focusing on an area of interest related to one of the course objectives to be evaluated for the comprehensive understanding of steering, suspension, and alignment. 3. Final exam consisting of multiple-choice questions that requires the students to identify and diagnose steering, suspension, and alignment.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Eight multiple choice examinations, each focused on the areas of suspension, steering, and alignment to be evaluated for correctness. 2. Performance research assignment paper focusing on an area of interest related to one of the course objectives to be evaluated for the comprehensive understanding of steering, suspension, and alignment. 3. Final exam consisting of multiple-choice questions that requires the students to identify and diagnose steering, suspension, and alignment.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Safety glasses • Textbook and reference materials • Notebook **Essential College Facilities:** • Lecture classroom and automotive facility • Internet access	**Essential Student Materials:** • Safety glasses • Textbook and reference materials • Notebook • Work Shoes **Essential College Facilities:** • Lecture classroom and automotive facility • Internet access
❗	**Examples of Primary Texts and References**	**Title**: No value **Author**: Halderman, James D. "Automotive Chassis Systems 5th Edition". Prentice Hall, 2010. **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	**Title**: Automotive Chassis Systems **Author**: James D. Halderman **Publisher**: Pearson **Date/Edition**: 2021/8th edition **ISBN**: 9780135758748

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List**: "Alldata" electronic information system at www.alldata.com **May include, but are not limited to**: No value **Reading List**: "Mitchell on-demand" electronic information system at www.mitchell1.com **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Define undercar systems • Categorize information related to wheel alignment systems • Develop a wheel alignment repair plan	• Define different types of steering systems and repair procedures. • Understand different types of suspension systems and repair procedures. • Demonstrate ability to properly inspect, service, and repair tires and wheels. • Identify and measure the three adjustable wheel alignment angles

Changed	Field	Current Version	Proposed Version
❗	CSLOs	**CSLOs** Students will understand proper under car inspection procedures. **Expected SLO Performance** 0.0	**CSLOs** Understand proper under car inspection procedures. **Expected SLO Performance** 0.0
		CSLOs Students will understand proper vehicle wheel alignment procedures. **Expected SLO Performance** 0.0	**CSLOs** Students will understand proper vehicle wheel alignment procedures. **Expected SLO Performance** 0.0
			CSLOs Demonstrate understanding of steering, suspension, and tire service. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Define undercar systems
		  1. Steering systems
		  2. Suspension systems
		  3. Tires and wheels
		  4. Wheel alignment angles
		2. Categorize information related to wheel alignment systems
		  1. Road test procedure and analysis
		  2. Vehicle inspection procedure
		  3. Wheel alignment angles
		3. Develop a wheel alignment repair plan
		  1. Preparing a repair cost estimate and repair plan
		  2. Verification of component failure
		  3. Repair techniques and wheel alignment angle settings
			1. Understand different types of steering systems and repair procedures.
			  1. Recirculating ball type systems
			  2. Rack and pinion systems
			  3. Manual and hydraulic assist for steering
			  4. Electric steering gears and related sensors.
			2. Understand different types of suspension systems and repair procedures.
			  1. King pin suspension system
			  2. Solid axle systems
			  3. Twin I-Beam suspension
			  4. Short/Long arm suspension
			  5. MacPherson Strut suspensions
			  6. Leaf spring systems
			  7. Torsion bar systems
			  8. Pneumatic and electronically controlled suspension
			3. Demonstrate knowledge of proper inspection, service, and repair procedures for tires and wheels.
			  1. Tire and wheel inspection including pressure, wear pattern, and date codes
			  2. Proper removal and replacement procedures
			  3. Wheel offset, back spacing, and bolt circle.
			  4. Reading tire sidewall information for rim size, aspect ratio, tread width, tread wear, traction temperature ratings.
			  5. Diagnose and repair tire pressure monitor systems.
			4. Identify and measure the three adjustable wheel alignment angles.
			  1. Caster and its effect on drivability and tire wear.
			  2. Camber and its effect on drivability and tire wear.

Changed	Field	Current Version	Proposed Version
			3. Toe in and toe out and its effect on drivability and tire wear. 4. Basic measurement techniques and adjustment methods.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2AT	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2018	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2013	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 062A	APRN 062A
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	AUTO	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Nine hours lecture (108 hours total per quarter).	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	236503	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	094800	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	No Value

Summary of Revisions

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.**	No Value	Employed by the local 1101 union or the City of San Jose
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

<table>
<tr><th>Changed</th><th>Questions</th><th>Current Version</th><th>Proposed Version</th></tr>
<tr><td></td><td>Stage 2: Department Chair</td><td>No Value</td><td>No Value</td></tr>
<tr><td></td><td>Stage 3: Division Curriculum Representative</td><td>No Value</td><td>No Value</td></tr>
<tr><td></td><td>Stage 4: Division Dean</td><td>No Value</td><td>No Value</td></tr>
<tr><td>❗</td><td>Stage 5: SLO Coordinator</td><td>No Value</td><td>
<table>
<tr><th>DATE</th><th>Name - Role OR Tab</th><th>Part - Field</th><th>Type of Edit</th><th>Edit</th><th>Initiator - Indicate "Y" When Completed</th></tr>
<tr><td>3/20/2024</td><td>Mary Pape – SLO Coordinator</td><td>Learning Outcomes – CSLO #1 and New</td><td>Required</td><td>Change the CSLO so that the words “Student will” are removed. Suggestion: “Demonstrate proper under car inspection procedures.” OR “Explain proper under car inspection procedures.” And for the NEW SLO: “Demonstrate understanding of steering, suspension, and tire service.”</td><td></td></tr>
</table>
</td></tr>
<tr><td></td><td>Stage 7: Content Review Matrix Liaison</td><td>No Value</td><td>No Value</td></tr>
<tr><td></td><td>Stage 8: AVP - Instruction</td><td>No Value</td><td>No Value</td></tr>
<tr><td></td><td>Stage 9: Articulation Officer</td><td>No Value</td><td>No Value</td></tr>
</table>

Changed	Questions	Current Version	Proposed Version
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	APRND062A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000129151

Articulation

Changed	Field	Current Version

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

De Anza College

Change Report

06/04/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator

Section	Changed field
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Huafu Liu	• James Tallent
	Course ID (CB01A and CB01B)	AUTOD062B	AUTOD062B
	Course Control Number	CCC000120493	CCC000120493
!	**Course Title (CB02)**	Advanced Wheel Alignment	~~Advanced~~ Wheel ~~Alignment~~ Alignment, Chassis Dynamics, ADAS
	Short Course Title	ADVANCED WHEEL ALIGNMENT	ADVANCED WHEEL ALIGNMENT
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational

Changed	Field	Current Version	Proposed Version
!	**Course Description**	Advanced study of wheel alignment systems. Emphasis is placed on diagnostic inspection and repair procedures.	~~Advanced study~~ This class covers the analysis of wheel alignment ~~systems. Emphasis is placed on diagnostic inspection~~ and suspension geometry including proper inspections, repair ~~procedures.~~ procedures, kinematics, and modifications for special purpose vehicles. Focus will also be on the study of the relationship between wheel alignment and cameras/radars used for autonomous vehicle functions.]
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - AUTO TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Chassis Technology. It is also intended to better prepare students for work in the automotive industry in the area of advanced wheel alignment systems, as advised by our industry advisory committee.	This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Chassis Technology. It is also intended to better prepare students for work in the automotive industry in the area of advanced wheel alignment systems, as advised by our industry advisory committee.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Automotive Chassis Technology **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Automotive Chassis Technology **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Automotive Chassis Technology **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Automotive Chassis Technology **Award Type** Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	9	9
	Lecture Hours - Out of Class	18	18
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	324	324
	Lecture Hours - Course In-Class (Contact) per Term	108	108
	Lecture Hours - Course Out-of-Class per Term	216	216
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	216	216
	Total Credit Units - Minimum Credit Units	9	9
	Total Credit Units - Maximum Credit Units	9	9

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐

Changed	Field	Current Version	Proposed Version
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	324	324
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	9	9
	Minimum Credit Units	9	9
	Maximum Credit Units	9	9

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class
	Assignments	1. Reading from textbook and informational handouts 2. Performance research paper	1. Reading from textbook and informational handouts 2. Performance research paper

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Multiple choice examinations, each focused on the areas of advanced alignment to be evaluated for correctness. 2. Performance research assignment paper focusing on an area of interest related to one of the course objectives to be evaluated for the comprehensive understanding of advanced alignment. 3. Final exam consisting of multiple-choice questions that requires the students to identify and diagnose advanced wheel alignment systems.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Multiple choice examinations, each focused on the areas of advanced alignment to be evaluated for correctness. 2. Performance research assignment paper focusing on an area of interest related to one of the course objectives to be evaluated for the comprehensive understanding of advanced alignment. 3. Final exam consisting of multiple-choice questions that requires the students to identify and diagnose advanced wheel alignment systems.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Safety glasses **Essential College Facilities:** • Lecture classroom and automotive facility • Automotive repair web sites • All DATA electronic information system (WEB based), http://library.alldatapro.com • Mitchell on demand electronic information system (WEB based), http://Shopkey5.com	**Essential Student Materials:** • Safety glasses • Work shoes **Essential College Facilities:** • Lecture classroom and automotive facility • Automotive repair web sites • All DATA electronic information system (WEB based), http://library.alldatapro.com • Mitchell on demand electronic information system (WEB based), http://Shopkey5.com • Wheel alignment machines • Camera and radar aiming equipment
!	**Examples of Primary Texts and References**	**Title** No value **Author** Halderman, James D. "Automotive Chassis Systems 7th Edition". Prentice Hall, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Automotive Chassis Systems, **Author** James D. Halderman **Publisher** Pearson **Date/Edition** 2021/8th edition **ISBN** 9780135758748

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	**Reading List**: All DATA electronic information system www.alldata.com **May include, but are not limited to**: No value **Reading List**: Mitchell on demand electronic information system www.mitchell1.com **May include, but are not limited to**: No value **Reading List**: Selected manufacturers service manuals **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	Course Objectives	• Define the different types of suspension, steering and alignment systems and procedures. • Classify wheel alignment angles and procedures. • Develop a wheel alignment plan.	• Classify wheel alignment angles and procedures. • Develop a wheel alignment plan. • Analyze suspension for special purpose vehicles. • Diagnosis and repair of camera and radar systems for autonomous vehicles.
!	CSLOs	**CSLOs**: Understand the concepts and be able to diagnose vehicle wander, drift, pull, hard steering, bump steer, memory steer, torque steer, and steering return concerns; determine necessary action. **Expected SLO Performance**: 0.0	**CSLOs**: Diagnose vehicle wander, drift, pull, hard steering, bump steer, memory steer, torque steer, and steering return concerns; determine necessary action. **Expected SLO Performance**: 0.0 **CSLOs**: Explain proper wheel alignment procedures. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	**Course Content**	1. Define the different types of suspension, steering and alignment systems and procedures. 1. Suspension systems 2. Steering systems 3. Tires and wheels 4. Road testing and evaluation procedures 5. Vehicle inspection procedures 6. Wheel alignment systems and adjustment procedures 2. Classify wheel alignment angles and procedures. 1. Camber 2. Caster 3. Toe and Toe related geometry 4. Steering axis inclination and Included Angle 5. SetBack and Symmetry 6. Turning Angle 7. SBDA audit procedure 3. Develop a wheel alignment plan. 1. Preparing a repair cost estimate and repair plan 2. Angle correction procedure using shims 3. Angle correction procedure using eccentric cams 4. Use of aftermarket angle corrective products 5. Interpreting diagnostic information 6. "Jack and Hold" procedures 7. Corner weight adjustment procedures 8. "Bump steer" adjustment procedures 9. Providing a "before and after" alignment report	1. Classify wheel alignment angles and procedures. 1. Camber 2. Caster 3. Toe and Toe related geometry 4. Steering axis inclination and Included Angle 5. Setback and Symmetry 6. Turning Angle 7. SBDA audit procedure 2. Develop a wheel alignment plan. 1. Preparing a repair cost estimate and repair plan 2. Angle correction procedure using shims 3. Angle correction procedure using eccentric cams 4. Use of aftermarket angle corrective products 5. Interpreting diagnostic information 6. "Jack and Hold" procedures 7. Corner weight adjustment procedures 8. "Bump steer" adjustment procedures 9. Providing a "before and after" alignment report 3. Analyze suspension for special purpose vehicles. 1. Analyze suspension geometry changes while vehicle is in motion. 2. Identify how changes to ride heigh affect suspension geometry. 3. Understand relationship of roll center and center of gravity. 4. Create cost effective suspension design plan for a special purpose vehicle. 5. Utilize 2D suspension design software. 6. Validate effectiveness of suspension design or modification. 4. Diagnosis and repair of camera and radar systems for autonomous vehicles. 1. Understand advanced driver assist systems (ADAS) features. 2. Identify purpose of cameras, radar, lidar, and ultrasonic sensors. 3. Interpret the relationship between autonomous vehicle sensors and wheel alignment. 4. Explain autonomous vehicle limitations due to design and environment. 5. Know how to address customer concerns and create a repair plan. 6. Correctly align and calibrate vehicle camera and radars.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	AUTO D062A	AUTO D062A
	Limitation(s) on Enrollment:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	23-24	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 062B	AUTO 062B
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	AUTO	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value
!	**Organization Code**	236503	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	094800	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
!	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	**Basic Course Information**	No Value	Title update Description update
	Units and Hours	No Value	No Value
!	**Specifications**	No Value	Updated textbooks and references to reflect current publications
!	**Outline**	No Value	Updated course objective(s) SLO's update
	Other	No Value	No Value

Blue Form

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

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Course Objective 2 C. Develop a wheel alignment plan. 1. Preparing a repair cost estimate and repair plan
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**	No Value	Course Objective 1.Classify wheel alignment angles and procedures Course Objective 3 Design suspension for special purpose vehicles. 1. Analyze suspension geometry changes while vehicle is in motion.
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

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

Changed	Questions	Current Version	Proposed Version
!	**Stage 5: SLO Coordinator**	No Value	<table><tr><th>DATE</th><th>Name - Role OR Tab</th><th>Part - Field</th><th>Type of Edit</th><th>Edit</th></tr><tr><td>**3/20/2024**</td><td>Mary Pape – SLO Coordinator</td><td>Learning Outcomes – CSLO #2-3</td><td>Required</td><td>Understanding is not a Bloom's Taxonomy (https://www.google.com/searc q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%2 8) word but a category heading. ***Change CSLOs 2-3*** to begin with a Bloo "Demonstrate proper wheel alignment procedures." or "Explain proper wh</td></tr></table>
!	**Stage 7: Content Review Matrix Liaison**	No Value	**Date** **Name - Role OR Tab** **Part - Field** **Type of Edit** **Edit** **Initiator - Indicate** **4/4/24** Zack Judson Matrix B Required Complete Matrix B for your English advisory
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	AUTOD062B
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000120493

Articulation

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

De Anza College

Change Report

06/04/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.

Section	Changed field
Comments	Stage 5: SLO Coordinator
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• James Tallent
	Course ID (CB01A and CB01B)	APRND062B	APRND062B
	Course Control Number	CCC000035044	CCC000035044
!	**Course Title (CB02)**	Advanced Wheel Alignment	~~Advanced~~ Wheel ~~Alignment~~ Alignment, Chassis Dynamics, ADAS
	Short Course Title	ADVANCED WHEEL ALIGNMENT	ADVANCED WHEEL ALIGNMENT
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	APRN - Auto. Apprenticeship	APRN - Auto. Apprenticeship
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2025
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Advanced study of wheel alignment systems. Emphasis is placed on diagnostic inspection and repair procedures.	~~Advanced~~ This class covers the analysis of wheel alignment and suspension geometry including proper inspections, repair procedures, kinematics, and modifications for special purpose vehicles. Focus will also be on the study of the relationship between wheel alignment ~~systems. Emphasis is placed on diagnostic inspection~~ and ~~repair procedures.~~ cameras/radars used for autonomous vehicle functions.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - AUTO TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the area of advanced wheel alignment systems, as advised by our industry advisory committee.	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also intended to better prepare students for work in the automotive industry in the area of advanced wheel alignment systems, as advised by our industry advisory committee.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman technicians.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	9	9

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Out of Class	18	18
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	324	324
	Lecture Hours - Course In-Class (Contact) per Term	108	108
	Lecture Hours - Course Out-of-Class per Term	216	216
	Laboratory Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	216	216
	Total Credit Units - Minimum Credit Units	9	9
	Total Credit Units - Maximum Credit Units	9	9

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	324	324
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	9	9
	Minimum Credit Units	9	9

Changed	Field	Current Version	Proposed Version
	Maximum Credit Units	9	9

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class
	Assignments	1. Reading from textbook and informational handouts 2. Performance research paper	1. Reading from textbook and informational handouts 2. Performance research paper

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Seven multiple choice examinations, each focused on the areas of advanced alignment to be evaluated for correctness. 2. Performance research assignment paper focusing on an area of interest related to one of the course objectives to be evaluated for the comprehensive understanding of advanced alignment. 3. Final exam consisting of multiple-choice questions that requires the students to identify and diagnose advanced wheel alignment systems.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Seven multiple choice examinations, each focused on the areas of advanced alignment to be evaluated for correctness. 2. Performance research assignment paper focusing on an area of interest related to one of the course objectives to be evaluated for the comprehensive understanding of advanced alignment. 3. Final exam consisting of multiple-choice questions that requires the students to identify and diagnose advanced wheel alignment systems.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Safety glasses • Textbook and reference materials • Notebook **Essential College Facilities:** • Lecture classroom and automotive facility • Internet access	**Essential Student Materials:** • Safety glasses • Textbook and reference materials • Notebook • Work shoes **Essential College Facilities:** • Lecture classroom and automotive facility • Internet access • Wheel alignment machines • Camera and radar calibration equipment
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Halderman, James D. "Automotive Chassis Systems 5th Edition". Prentice Hall, 2010. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Automotive Chassis Systems **Author** James D. Halderman **Publisher** Pearson **Date/Edition** 2021/8th edition **ISBN** 9780135758748

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: All DATA electronic information system www.alldata.com **May include, but are not limited to**: No value **Reading List**: Mitchell on demand electronic information system www.mitchell1.com **May include, but are not limited to**: No value **Reading List**: Selected manufacturers service manuals **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Define the different types of suspension, steering and alignment systems and procedures. • Classify wheel alignment angles and procedures. • Develop a wheel alignment plan.	• Classify wheel alignment angles and procedures. • Develop a wheel alignment plan. • Analyze suspension for special purpose vehicles. • Diagnosis and repair of camera and radar systems for autonomous vehicles.
❗	**CSLOs**	**CSLOs**: The learner will understand the concepts and be able to diagnose vehicle wander, drift, pull, hard steering, bump steer, memory steer, torque steer, and steering return concerns; determine necessary action. **Expected SLO Performance**: 0.0	**CSLOs**: The learner will understand the concepts and be able to diagnose vehicle wander, drift, pull, hard steering, bump steer, memory steer, torque steer, and steering return concerns; determine necessary action. **Expected SLO Performance**: 0.0 **CSLOs**: Explain proper wheel alignment procedures. **Expected SLO Performance**: 0.0 **CSLOs**: Diagnose vehicle wander, drift, pull, hard steering, bump steer, memory steer, torque steer, and steering return concerns; determine necessary action. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Define the different types of suspension, steering and alignment systems and procedures. 1. Suspension systems 2. Steering systems 3. Tires and wheels 4. Road testing and evaluation procedures 5. Vehicle inspection procedures 6. Wheel alignment systems and adjustment procedures 2. Classify wheel alignment angles and procedures. 1. Camber 2. Caster 3. Toe and Toe related geometry 4. Steering axis inclination and Included Angle 5. SetBack and Symmetry 6. Turning Angle 7. SBDA audit procedure 3. Develop a wheel alignment plan. 1. Preparing a repair cost estimate and repair plan 2. Angle correction procedure using shims 3. Angle correction procedure using eccentric cams 4. Use of aftermarket angle corrective products 5. Interpreting diagnostic information 6. "Jack and Hold" procedures 7. Corner weight adjustment procedures 8. "Bump steer" adjustment procedures 9. Providing a "before and after" alignment report	1. Classify wheel alignment angles and procedures. 1. Camber 2. Caster 3. Toe and Toe related geometry 4. Steering axis inclination and Included Angle 5. Setback and Symmetry 6. Turning Angle 7. SBDA audit procedure 2. Develop a wheel alignment plan. 1. Preparing a repair cost estimate and repair plan 2. Angle correction procedure using shims 3. Angle correction procedure using eccentric cams 4. Use of aftermarket angle corrective products 5. Interpreting diagnostic information 6. "Jack and Hold" procedures 7. Corner weight adjustment procedures 8. "Bump steer" adjustment procedures 9. Providing a "before and after" alignment report 3. Analyze suspension for special purpose vehicles. 1. Analyze suspension geometry changes while vehicle is in motion. 2. Identify how changes to ride heigh affect suspension geometry. 3. Understand relationship of roll center and center of gravity. 4. Create cost effective suspension design plan for a special purpose vehicle. 5. Utilize 2D suspension design software. 6. Validate effectiveness of suspension design or modification.

Changed	Field	Current Version	Proposed Version
			4. Diagnosis and repair of camera and radar systems for autonomous vehicles. 1. Understand advanced driver assist systems (ADAS) features. 2. Identify purpose of cameras, radar, lidar, and ultrasonic sensors. 3. Interpret the relationship between autonomous vehicle sensors and wheel alignment. 4. Explain autonomous vehicle limitations due to design and environment. 5. Know how to address customer concerns and create a repair plan. 6. Correctly align and calibrate vehicle camera and radars.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2013	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 062B	APRN 062B
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	AUTO	No Value

Changed	Questions	Current Version	Proposed Version
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Nine hours lecture (108 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	236503	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	094800	No Value
❗	**Percent**	100	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
❗	**Basic Course Information**	No Value	Title update Description update
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated textbooks and references to reflect current publications
❗	**Outline**	No Value	Updated course objective(s) SLO's update
	Other	No Value	No Value

Blue Form

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

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.**	No Value	Employed by the local 1101 union or the City of San Jose
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

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

Changed	Questions	Current Version	Proposed Version
❗	**Stage 5: SLO Coordinator**	No Value	<table><tr><th>DATE</th><th>Name - Role OR Tab</th><th>Part - Field</th><th>Type of Edit</th><th>Edit</th><th>Initiator - Indicate "Y" When Completed</th></tr><tr><td>3/20/2024</td><td>Mary Pape – SLO Coordinator</td><td>Learning Outcomes – CSLO #1</td><td>Required</td><td>Delete it is same as CSLO #3 but not worded correctly.</td><td></td></tr><tr><td>3/20/2024</td><td>Mary Pape – SLO Coordinator</td><td>Learning Outcomes – CSLO #2</td><td>Required</td><td>Change the CSLO so that the words “Student will” are removed. Suggestion: “Demonstrate proper wheel alignment procedures."</td><td></td></tr></table>
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	APRND062B

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000035044

Articulation

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

De Anza College

Change Report

05/31/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator

Section	Changed field
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
Comments	Stage 5: SLO Coordinator
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Huafu Liu	• Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD063A	AUTOD063A
	Course Control Number	CCC000535582	CCC000535582
!	**Course Title (CB02)**	Advanced Manual Drive Train	~~Advanced~~ Manual Drive ~~Train~~ Train Systems
	Short Course Title	ADVANCED MANUAL DRIVE TRAIN	ADVANCED MANUAL DRIVE TRAIN
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
!	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Details of operation and repair of automotive manual drive train components. The design operation and repair of four wheel and all wheel drive components, as well as the theory and practical application of the diagnosis of noise and vibrations in the drive train based on frequency calculation and measurement. Service and repair procedures, product problem discussions and demonstrations. Preparation for Automotive Service Excellence (ASE) certification examination in Area A3.	~~Details~~ This course covers the details of operation and repair of automotive manual drive train components. The ~~design operation~~ design, operation, and repair of ~~four wheel~~ four-wheel and ~~all wheel drive components, as~~ all-wheel-drive components. As well as the theory and practical application of the diagnosis of noise and vibrations in the drive train based on frequency calculation and measurement. ~~Service~~ Students will also learn service and repair procedures, product problem discussions and ~~demonstrations. Preparation~~ demonstrations, and preparation for Automotive Service Excellence (ASE) certification examination in Area A3.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - AUTO TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course is a recommendation from industry advisory committees to help better prepare students to diagnose and repair manual drive train and four wheel drive systems. It is also part of a Certificate of Achievement and AS degree in Automotive Powertrain Technology.	This CTE, CSU transferable course is a recommendation from industry advisory committees to help better prepare students to diagnose and repair manual drive train and four wheel drive systems. It is also part of a Certificate of Achievement and AS degree in Automotive Powertrain Technology.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course

Changed	Field	Current Version	Proposed Version
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Automotive Powertrain Technology (In Development) **Award Type** Certificate of Achievement (COA)	**Associated Program** Automotive Powertrain Technology (In Development) **Award Type** Certificate of Achievement (COA)
		Associated Program Automotive Powertrain Technology **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Automotive Powertrain Technology **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Automotive Powertrain Technology **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Automotive Powertrain Technology **Award Type** Associate in Science (A.S.) Degree
		Associated Program Automotive Powertrain Technology **Award Type** Certificate of Achievement (COA)	**Associated Program** Automotive Powertrain Technology **Award Type** Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	9	9
	Lecture Hours - Out of Class	18	18
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	324	324
	Lecture Hours - Course In-Class (Contact) per Term	108	108
	Lecture Hours - Course Out-of-Class per Term	216	216
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	216	216
	Total Credit Units - Minimum Credit Units	9	9
	Total Credit Units - Maximum Credit Units	9	9

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	324	324
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	9	9
	Minimum Credit Units	9	9
	Maximum Credit Units	9	9

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class

Changed	Field	Current Version	Proposed Version

❗	**Assignments**	1. Reading assignments from textbook and handouts
		2. Completion of assigned tasks
		  1. Describe the overhaul procedures of a differential
		  2. Explain how to overhaul a manual transmission
		  3. Diagnosis of the final drive based on industry techniques
		  4. Calculate first second order frequencies of a drive train
			1. Reading assignments from textbook and handouts
			2. Completion of assigned tasks
			  1. Describe the overhaul procedures of a differential
			  2. Explain how to overhaul a manual transmission
			  3. Describe the operation of a clutch in a manual transmission
			  4. Diagnosis of mechanical and hydraulic clutch systems
			  5. Explain the operation of a transfer case
			  6. Diagnosis of the final drive based on industry techniques
			  7. Describe drive line component operation
			  8. Calculate first and second order frequencies of a drive train
			  9. Identify the service requirements of drive train components

❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Weekly multiple choice and/or essay questions of 10-15 questions that cover the topics discussed in class. Tests will be graded and scored with points awarded for each correct answer. 2. A midterm examination given at the end of the 6th week consisting of 35-50 multiple choice questions that cover all of the material covered in class to that point. Test will be graded and scored with points awarded for each correct answer. 3. A comprehensive final examination of 50-100 multiple choice and/or essay questions. Test will be graded and scored with points awarded for each correct answer. 4. For each of the tasks, the student will be required to show the instructor the knowledge needed to complete the assignment. These will be graded for correct answers.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Weekly multiple choice and/or essay questions of 10-15 questions that cover the topics discussed in class. Tests will be graded and scored with points awarded for each correct answer. 2. A midterm examination given at the end of the 6th week consisting of 35-50 multiple choice questions that cover all of the material covered in class to that point. Test will be graded and scored with points awarded for each correct answer. 3. A comprehensive final examination of 50-100 multiple choice and/or essay questions. Test will be graded and scored with points awarded for each correct answer. 4. For each of the tasks, the student will be required to show the instructor the knowledge needed to complete the assignment. These will be graded for correct answers.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Safety glasses **Essential College Facilities:** • Lecture classroom and automotive laboratory for demonstrations • Computers and required software • All DATA electronic information system (WEB based), http://library.alldatapro.com • Mitchell on demand electronic information system (WEB based), http://Shopkey5.com	**Essential Student Materials:** • Safety glasses • Multicolored Highlighters **Essential College Facilities:** • Lecture classroom and automotive laboratory for demonstrations • Computers and required software • All DATA electronic information system (WEB based), http://library.alldatapro.com • Mitchell on demand electronic information system (WEB based), http://Shopkey5.com

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Manual Drivetrains and Axles by James Halderman and Tom Birch 8th edition **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Manual Drivetrains and Axles **Author** James Halderman and Tom Birch **Publisher** Pearson **Date/Edition** 8th Edition **ISBN** 9780134628363
!	**Suggested Reading List**	**Reading List** Selected manufacturers service manuals. **May include, but are not limited to** No value **Reading List** All Data and Mitchell on demand transmission on line information systems, http://library.alldatapro.com, http://Shopkey5.com **May include, but are not limited to** No value **Reading List** Printed transmission diagnostic and repair manuals **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Describe drive line component operation and the relationships between drive line components. • Explain the operation of the major components in the rear axle assembly. • Explain the operation of the major components in the clutch mechanism. • Explain the operation of the major components in the standard transmission. • Describe the operation of overdrive standard 4 and 5 speed manual transmissions. • Describe drive axle component operation and the relationships between drive axle components. • Identify the service requirements of drive train components. • Show proficiency in calculating noise and vibration frequencies using mathematical formulas. • Explain the power flow through a dual clutch style manual transmission. • Describe the similarities and differences of four wheel drive and all wheel systems as it relates to car and light truck application.	• Describe drive line component operation and the relationships between drive line components. • Explain the operation of the major components in the rear axle assembly. • Explain the operation of the major components in the clutch mechanism. • Explain the operation of the major components in the standard transmission. • Describe the operation of overdrive standard 4 and 5 speed manual transmissions. • Describe drive axle component operation and the relationships between drive axle components. • Identify the service requirements of drive train components. • Show proficiency in calculating noise and vibration frequencies using mathematical formulas. • Explain the power flow through a dual clutch style manual transmission. • Describe the similarities and differences of four wheel drive and all wheel systems as it relates to car and light truck application.
	CSLOs	**CSLOs** Understand the workings of a manual transmission clutch assembly. **Expected SLO Performance** 0.0 **CSLOs** Calculate first and second order frequency vibrations for a rear wheel drive propeller shaft. **Expected SLO Performance** 0.0	**CSLOs** Explain the workings of a manual transmission clutch assembly. **Expected SLO Performance** 0.0 **CSLOs** Explain the operation of a manual transmission and its components for diagnosis and repair. **Expected SLO Performance** 0.0 **CSLOs** Explain the operation and repair procedures of four wheel and all wheel drive components. **Expected SLO Performance** 0.0 **CSLOs** Calculate first and second order frequency vibrations for a rear wheel drive propeller shaft. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Describe drive line component operation and the relationships between drive line components. 1. Theory of operation 2. Service requirements and repair procedures 2. Explain the operation of the major components in the rear axle assembly. 1. Theory of operation 2. Service requirements and repair procedures 3. Explain the operation of the major components in the clutch mechanism. 1. Theory of operation 2. Service requirements and repair procedures 4. Explain the operation of the major components in the standard transmission. 1. Theory of operation 2. Service requirements and repair procedures 5. Describe the operation of overdrive standard 4 and 5 speed manual transmissions. 1. Theory of operation 2. Service requirements and repair procedures 6. Describe drive axle component operation and the relationships between drive axle components. 1. Theory of operation 2. Service requirements and repair procedures 7. Identify the service requirements of drive train components. 1. Understand visual inspection procedures 2. Understand functional test procedures 8. Show proficiency in calculating noise and vibration frequencies using mathematical formulas. 1. Use industry standard materials to estimate time and component pricing for accurate customer estimates. 2. Use specialized equipment to measure vibration frequencies on a bugged vehicle. 3. Understand the use of special listening devices to pinpoint the source of various noises in an automotive drive train. 4. Show the ability to compile the measured and calculated information to determine which component group is the cause of a vibration based on the relationship of rotation speed to generated frequency. 9. Explain the power flow through a dual clutch style manual transmission. 1. The student will be able to show an understanding of the difference between a conventional manual transmission and a dual clutch design. 2. The student most be able to explain the electronic control system of a dual clutch transmission. 10. Describe the similarities and differences of four wheel drive and all wheel systems as it relates to car and light truck application. 1. Students will understand the operation of a transfer case as it applies to both four and all wheel drive systems as well as both electronically controlled and manually activated systems. 2. Students understand the operation of the power flow to the secondary axle components as it applies to four and all wheel drive systems.	1. Describe drive line component operation and the relationships between drive line components. 1. Theory of operation 2. Service requirements and repair procedures 2. Explain the operation of the major components in the rear axle assembly. 1. Theory of operation 2. Service requirements and repair procedures 3. Explain the operation of the major components in the clutch mechanism. 1. Theory of operation 2. Service requirements and repair procedures 4. Explain the operation of the major components in the standard transmission. 1. Theory of operation 2. Service requirements and repair procedures 5. Describe the operation of overdrive standard 4 and 5 speed manual transmissions. 1. Theory of operation 2. Service requirements and repair procedures 6. Describe drive axle component operation and the relationships between drive axle components. 1. Theory of operation 2. Service requirements and repair procedures 7. Identify the service requirements of drive train components. 1. Understand visual inspection procedures 2. Understand functional test procedures 8. Show proficiency in calculating noise and vibration frequencies using mathematical formulas. 1. Use industry standard materials to estimate time and component pricing for accurate customer estimates. 2. Use specialized equipment to measure vibration frequencies on a bugged vehicle. 3. Understand the use of special listening devices to pinpoint the source of various noises in an automotive drive train. 4. Show the ability to compile the measured and calculated information to determine which component group is the cause of a vibration based on the relationship of rotation speed to generated frequency. 9. Explain the power flow through a dual clutch style manual transmission. 1. Show an understanding of the difference between a conventional manual transmission and a dual clutch design. 2. Show the ability to explain the electronic control system of a dual clutch transmission. 10. Describe the similarities and differences of four wheel drive and all wheel systems as it relates to car and light truck application. 1. Understand the operation of a transfer case as it applies to both four and all wheel drive systems as well as both electronically controlled and manually activated systems. 2. Understand the operation of the power flow to the secondary axle components as it applies to four and all wheel drive systems.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	AUTO D050A and AUTO D050B	AUTO D050A and AUTO D050B
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	23-24	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 063A	AUTO 063A
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	AUTO	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value
!	**Organization Code**	236503	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	094800	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
!	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Changed	Questions	Current Version	Proposed Version
❗	**Specifications**	No Value	Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Added clear criteria for evaluation Updated textbooks and references to reflect current publications
❗	**Outline**	No Value	Updated course objective(s)
	Other	No Value	No Value

Blue Form

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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	From Outline: A. Describe drive line component operation and the relationships between drive line components. E. Describe the operation of overdrive standard 4 and 5 speed manual transmissions. I. Explain the power flow through a dual clutch style manual transmission. 1. Show an understanding of the difference between a conventional manual transmission and a dual clutch design. 2. Show the ability to explain the electronic control system of a dual clutch transmission.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**	No Value	From Outline: H. Show proficiency in calculating noise and vibration frequencies using mathematical formulas. 4. Show the ability to compile the measured and calculated information to determine which component group is the cause of a vibration based on the relationship of rotation speed to generated frequency.
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	**DATE** / **Name - Role OR Tab** / **Part - Field** / **Type of Edit** / **Edit** **3/20/2024** / Mary Pape – SLO Coordinator / Learning Outcomes – CSLO **#1-3** / Required / Understanding is not a Bloom's Taxonomy (https://www.google.com/searc q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%2 8) word but a category heading. ***Change CSLOs 1-3*** to begin with a Bloo
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	AUTOD063A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000535582

Articulation

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

De Anza College

Change Report

05/31/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Req/Adv	Advisory(ies):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)

Section	Changed field
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Brett Johnson
	Course ID (CB01A and CB01B)	APRND063A	APRND063A
	Course Control Number	CCC000576440	CCC000576440
!	**Course Title (CB02)**	Advanced Manual Drive Train	~~Advanced~~ Manual Drive ~~Train~~ Train Systems
	Short Course Title	ADVANCED MANUAL DRIVE TRAIN	ADVANCED MANUAL DRIVE TRAIN
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician

Changed	Field	Current Version	Proposed Version
	Department	APRN - Auto. Apprenticeship	APRN - Auto. Apprenticeship
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2025
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship
!	**Course Description**	Details of operation and repair of automotive manual drive train components. The design operation and repair of four wheel and all wheel drive components, as well as the theory and practical application of the diagnosis of noise and vibrations in the drive train based on frequency calculation and measurement. Service and repair procedures, product problem discussions and demonstrations. Preparation for Automotive Service Excellence (ASE) certification examination in Area A3.	~~Details~~ This course covers the details of operation and repair of automotive manual drive train components. The ~~design operation~~ design, operation, and repair of ~~four wheel~~ four-wheel and ~~all wheel drive components, as~~ all-wheel-drive components. As well as the theory and practical application of the diagnosis of noise and vibrations in the drive train based on frequency calculation and measurement. ~~Service~~ Students will also learn service and repair procedures, product problem discussions and ~~demonstrations. Preparation~~ demonstrations, and preparation for Automotive Service Excellence (ASE) certification examination in Area A3.
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - AUTO TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is a recommendation from industry advisory committees to help better prepare students to diagnose and repair manual drive train and four wheel drive systems. It is also required to expand the hours of instruction for NATEF (National Automotive Teachers Education Foundation) certification.	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is a recommendation from industry advisory committees to help better prepare students to diagnose and repair manual drive train and four wheel drive systems. It is also required to expand the hours of instruction for NATEF (National Automotive Teachers Education Foundation) certification.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman technicians.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	9	9
	Lecture Hours - Out of Class	18	18
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	324	324
	Lecture Hours - Course In-Class (Contact) per Term	108	108
	Lecture Hours - Course Out-of-Class per Term	216	216
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	216	216
	Total Credit Units - Minimum Credit Units	9	9
	Total Credit Units - Maximum Credit Units	9	9

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	324	324
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	9	9
	Minimum Credit Units	9	9
	Maximum Credit Units	9	9

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class

Changed	Field	Current Version	Proposed Version

❗	**Assignments**	1. Reading assignments from textbook and handouts
		2. Completion of assigned tasks
		  1. Describe the overhaul procedures of a differential
		  2. Explain how to overhaul a manual transmission
		  3. Diagnosis of the final drive based on industry techniques
		  4. Calculate first second order frequencies of a drive train
			1. Reading assignments from textbook and handouts
			2. Completion of assigned tasks
			  1. Describe the overhaul procedures of a differential
			  2. Explain how to overhaul a manual transmission
			  3. Describe the operation of a clutch in a manual transmission
			  4. Diagnosis of mechanical and hydraulic clutch systems
			  5. Explain the operation of a transfer case
			  6. Diagnosis of the final drive based on industry techniques
			  7. Describe drive line component operation
			  8. Calculate first second order frequencies of a drive train
			  9. Identify the service requirements of drive train components

❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Weekly multiple choice and/or essay questions of 10-15 questions that cover the topics discussed in class. Tests will be graded and scored with points awarded for each correct answer. 2. A midterm examination given at the end of the 6th week consisting of 35-50 multiple choice questions that cover all of the material covered in class to that point. Test will be graded and scored with points awarded for each correct answer. 3. A comprehensive final examination of 50-100 multiple choice and/or essay questions. Test will be graded and scored with points awarded for each correct answer. 4. For each of the tasks, the student will be required to show the instructor the knowledge needed to complete the assignment. These will be graded for correct answers.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Weekly multiple choice and/or essay questions of 10-15 questions that cover the topics discussed in class. Tests will be graded and scored with points awarded for each correct answer. 2. A midterm examination given at the end of the 6th week consisting of 35-50 multiple choice questions that cover all of the material covered in class to that point. Test will be graded and scored with points awarded for each correct answer. 3. A comprehensive final examination of 50-100 multiple choice and/or essay questions. Test will be graded and scored with points awarded for each correct answer. 4. For each of the tasks, the student will be required to show the instructor the knowledge needed to complete the assignment. These will be graded for correct answers.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Safety glasses **Essential College Facilities:** • Lecture classroom and automotive laboratory for demonstrations • Computers and required software	**Essential Student Materials:** • Safety glasses • Multicolored Highlighters **Essential College Facilities:** • Lecture classroom and automotive laboratory for demonstrations • Computers and required software • All DATA electronic information system (WEB based), http://library.alldatapro.com • Mitchell on demand electronic information system (WEB based), http://Shopkey5.com

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Jack Erjavic " Tech One: Manual Transmissions" Fifth edition, Thompson/Delmar Learning, 2008 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Manual Drivetrains and Axles **Author** James Halderman and Tom Birch **Publisher** Pearson **Date/Edition** 9th Edition, 2023 **ISBN** No value
❗	**Suggested Reading List**	**Reading List** Selected manufacturers service manuals. **May include, but are not limited to** No value **Reading List** All Data and Mitchell on demand transmission on line information systems, http://library.alldatapro.com, http://Shopkey5.com **May include, but are not limited to** No value **Reading List** Printed transmission diagnostic and repair manuals **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Describe drive line component operation and the relationships between drive line components. • Explain the operation of the major components in the rear axle assembly. • Explain the operation of the major components in the clutch mechanism. • Explain the operation of the major components in the standard transmission. • Describe the operation of overdrive standard 4 and 5 speed manual transmissions. • Describe drive axle component operation and the relationships between drive axle components. • Identify the service requirements of drive train components. • Show proficiency in calculating noise and vibration frequencies using mathematical formulas. • The student will be able to show the power flow through a dual clutch style manual transmission. • The student will be able to describe the similarities and differences of four wheel drive and all wheel systems as it relates to car and light truck application.	• Describe drive line component operation and the relationships between drive line components. • Explain the operation of the major components in the rear axle assembly. • Explain the operation of the major components in the clutch mechanism. • Explain the operation of the major components in the standard transmission. • Describe the operation of overdrive standard 4 and 5 speed manual transmissions. • Describe drive axle component operation and the relationships between drive axle components. • Identify the service requirements of drive train components. • Show proficiency in calculating noise and vibration frequencies using mathematical formulas. • Explain the power flow through a dual clutch style manual transmission. • Describe the similarities and differences of four wheel drive and all wheel systems as it relates to car and light truck application.
❗	**CSLOs**	**CSLOs** The student will understand the workings of a manual transmission clutch assembly. **Expected SLO Performance** 0.0 **CSLOs** The student will be able to calculate first and second order frequency vibrations for a rear wheel drive propeller shaft. **Expected SLO Performance** 0.0	**CSLOs** Explain the workings of a manual transmission clutch assembly. **Expected SLO Performance** 0.0 **CSLOs** Explain the operation of a manual transmission and its components for diagnosis and repair. **Expected SLO Performance** 0.0 **CSLOs** Explain the operation and repair procedures of four wheel and all wheel drive components. **Expected SLO Performance** 0.0 **CSLOs** Calculate first and second order frequency vibrations for a rear wheel drive propeller shaft. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Describe drive line component operation and the relationships between drive line components.
		  1. Theory of operation
		  2. Service requirements and repair procedures
		2. Explain the operation of the major components in the rear axle assembly.
		  1. Theory of operation
		  2. Service requirements and repair procedures
		3. Explain the operation of the major components in the clutch mechanism.
		  1. Theory of operation
		  2. Service requirements and repair procedures
		4. Explain the operation of the major components in the standard transmission.
		  1. Theory of operation
		  2. Service requirements and repair procedures
		5. Describe the operation of overdrive standard 4 and 5 speed manual transmissions.
		  1. Theory of operation
		  2. Service requirements and repair procedures
		6. Describe drive axle component operation and the relationships between drive axle components.
		  1. Theory of operation
		  2. Service requirements and repair procedures
		7. Identify the service requirements of drive train components.
		  1. Understand visual inspection procedures
		  2. Understand functional test procedures
		8. Show proficiency in calculating noise and vibration frequencies using mathematical formulas.
		  1. Use industry standard materials to estimate time and component pricing for accurate customer estimates.
		  2. Use specialized equipment to measure vibration frequencies on a bugged vehicle.
		  3. Understand the use of special listening devices to pinpoint the source of various noises in an automotive drive train.
		  4. Show the ability to compile the measured and calculated information to determine which component group is the cause of a vibration based on the relationship of rotation speed to generated frequency.
		9. The student will be able to show the power flow through a dual clutch style manual transmission.
		  1. The student will be able to show an understanding of the difference between a conventional manual transmission and a dual clutch design.
		  2. The student most be able to explain the electronic control system of a dual clutch transmission.
		10. The student will be able to describe the similarities and differences of four wheel drive and all wheel systems as it relates to car and light truck application.
		  1. Students will understand the operation of a transfer case as it applies to both four and all wheel drive systems as well as both electronically controlled and manually activated systems.
		  2. Students understand the operation of the power flow to the secondary axle components as it applies to four and all wheel drive systems.
			1. Describe drive line component operation and the relationships between drive line components.
			  1. Theory of operation
			  2. Service requirements and repair procedures
			2. Explain the operation of the major components in the rear axle assembly.
			  1. Theory of operation
			  2. Service requirements and repair procedures
			3. Explain the operation of the major components in the clutch mechanism.
			  1. Theory of operation
			  2. Service requirements and repair procedures
			4. Explain the operation of the major components in the standard transmission.
			  1. Theory of operation
			  2. Service requirements and repair procedures
			5. Describe the operation of overdrive standard 4 and 5 speed manual transmissions.
			  1. Theory of operation
			  2. Service requirements and repair procedures
			6. Describe drive axle component operation and the relationships between drive axle components.
			  1. Theory of operation
			  2. Service requirements and repair procedures
			7. Identify the service requirements of drive train components.
			  1. Understand visual inspection procedures
			  2. Understand functional test procedures
			8. Show proficiency in calculating noise and vibration frequencies using mathematical formulas.
			  1. Use industry standard materials to estimate time and component pricing for accurate customer estimates.
			  2. Use specialized equipment to measure vibration frequencies on a bugged vehicle.
			  3. Understand the use of special listening devices to pinpoint the source of various noises in an automotive drive train.
			  4. Show the ability to compile the measured and calculated information to determine which component group is the cause of a vibration based on the relationship of rotation speed to generated frequency.
			9. Explain the power flow through a dual clutch style manual transmission.
			  1. Show an understanding of the difference between a conventional manual transmission and a dual clutch design.
			  2. Show the ability to explain the electronic control system of a dual clutch transmission.
			10. Describe the similarities and differences of four wheel drive and all wheel systems as it relates to car and light truck application.
			  1. Understand the operation of a transfer case as it applies to both four and all wheel drive systems as well as both electronically controlled and manually activated systems.
			  2. Understand the operation of the power flow to the secondary axle components as it applies to four and all wheel drive systems.

	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
!	**Advisory(ies):**	No Value	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2013	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 063A	APRN 063A
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	AUTO	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Nine hours lecture (108 hours total per quarter).	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value
!	**Organization Code**	236503	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	094800	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
!	**Print/No Print to Catalog**	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	**Basic Course Information**	No Value	Title update Description update Course justification update

Changed	Questions	Current Version	Proposed Version
	Units and Hours	No Value	No Value
!	**Specifications**	No Value	Updated assignments to align with SLO's and/or course objectives Aligned methods of evaluation with SLO's and/or course objectives Updated textbooks and references to reflect current publications
!	**Outline**	No Value	Added course objective(s) Updated course objective(s) Updated content within course objective(s) Aligned content within course objective(s) to more clearly address SLO's
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
!	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	From Outline: A. Describe drive line component operation and the relationships between drive line components. E. Describe the operation of overdrive standard 4 and 5 speed manual transmissions. I. Explain the power flow through a dual clutch style manual transmission. 1. Show an understanding of the difference between a conventional manual transmission and a dual clutch design. 2. Show the ability to explain the electronic control system of a dual clutch transmission.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**	No Value	From Outline: H. Show proficiency in calculating noise and vibration frequencies using mathematical formulas. 4. Show the ability to compile the measured and calculated information to determine which component group is the cause of a vibration based on the relationship of rotation speed to generated frequency.
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.**	No Value	Employed by the local 1101 union or the City of San Jose. Open only to apprentices in the Automotive Technology Apprenticeship Program, and approved program by the Division of Apprenticeship Standards

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
!	**Stage 5: SLO Coordinator**	No Value	**DATE** / **Name - Role OR Tab** / **Part - Field** / **Type of Edit** / **Edit** **3/20/2024** / Mary Pape – SLO Coordinator / Learning Outcomes – CSLO **#1-3** / Required / Understanding is not a Bloom's Taxonomy (https://www.google.com/searc q=bloom%27s+taxonomy&rlz=1C1CHBF_enUS894US894&oq=bloom%2 8) word but a category heading. ***Change CSLOs 1-3*** to begin with a Bloo
!	**Stage 7: Content Review Matrix Liaison**	No Value	**Date** / **Name - Role OR Tab** / **Part - Field** / **Type of Edit** / **Edit** / **Initiator - Indica** **4/15/24** / Zack Judson / Matrix H / Required / Add prerequisite for Apprenticeship program / Y
	Stage 8: AVP - Instruction	No Value	No Value
!	**Stage 9: Articulation Officer**	No Value	**Date** / **Name - Role OR Tab** / **Part - Field** / **Type of Edit** / **Edit** **05/15/2024** / Christa Steiner / Specifications- Primary Textbooks / Required / Course Textbook must be from with
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	APRND063A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000576440

Articulation

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

De Anza College

Change Report

05/31/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
Comments	Stage 5: SLO Coordinator
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

Section	Changed field
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Huafu Liu	• Brett Johnson
	Course ID (CB01A and CB01B)	AUTOD064.	AUTOD064.
	Course Control Number	CCC000338986	CCC000338986
	Course Title (CB02)	Automotive Machining and Engine Repair	Automotive Machining and Engine Repair
	Short Course Title	AUTO MACHNG/ENGINE REPAIR	AUTO MACHNG/ENGINE REPAIR
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician
	Department	AUTO - Automotive Technology	AUTO - Automotive Technology
❗	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
❗	**Course Description**	Repair and rebuilding of engine cylinder heads and block components, engine assembly and testing. Includes theory, diagnosis, disassembly, cleaning, inspection and failure analysis. Preparation for Automotive Service Excellence (ASE) examinations for Areas A1 and M1, M2 and M3.	~~Repair~~ This course shows the repair and rebuilding of engine cylinder heads and block components, engine ~~assembly~~ assembly, and engine testing. ~~Includes~~ The course includes theory, diagnosis, disassembly, cleaning, inspection and failure analysis. ~~Preparation~~ This course includes preparation for Automotive Service Excellence (ASE) examinations for Areas A1 and M1, M2 and M3.

Changed	Field	Current Version	Proposed Version
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - AUTO TECH

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students for the automotive job market, with a better foundation of engine theory, diagnosis, and repair.	This CTE, CSU transferable course belongs on the Certificate of Achievement and AS degree in Automotive Technology. It is also a recommendation from industry advisory committees to help better prepare students for the automotive job market, with a better foundation of engine theory, diagnosis, and repair.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Automotive Machining and Engine Repair Technology **Award Type**: Associate in Science (A.S.) Degree	**Associated Program**: Automotive Machining and Engine Repair Technology **Award Type**: Associate in Science (A.S.) Degree
		Associated Program: Automotive Machining and Engine Repair Technology **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Automotive Machining and Engine Repair Technology **Award Type**: Certificate of Achievement (COA)
		Associated Program: Automotive Machining and Engine Repair Technology **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Automotive Machining and Engine Repair Technology **Award Type**: Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	9	9
	Lecture Hours - Out of Class	18	18
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	324	324
	Lecture Hours - Course In-Class (Contact) per Term	108	108
	Lecture Hours - Course Out-of-Class per Term	216	216
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	216	216
	Total Credit Units - Minimum Credit Units	9	9

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	9	9

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	324	324
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	9	9
	Minimum Credit Units	9	9
	Maximum Credit Units	9	9

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises
	Assignments	1. Reading from text and handouts 2. Engine related research assignments	1. Reading from text and handouts 2. Engine related research assignments
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation**: 1. Multiple choice examinations covering lecture units 2. Comprehensive multiple choice final examination covering all units 3. Written engine related research assignment graded using a rubric	**Methods of Evaluation**: Methods of Evaluation **Methods of Evaluation**: 1. Multiple choice examinations covering lecture units 2. Comprehensive multiple choice final examination covering all units 3. Written engine related research assignment graded using a rubric

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Safety glasses for shop demonstrations **Essential College Facilities:** • Automotive machine shop laboratory • Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends, Inc.)	**Essential Student Materials:** • Safety glasses for shop demonstrations **Essential College Facilities:** • Automotive machine shop laboratory • Computers and required software (ProSIS information system www.prosispro.com and Engine Analyzer Ver. 3.2, Performance Trends, Inc.)
	**Examples of Primary Texts and References**	**Title** No value **Author** Lewis, W.G. "Automotive Machining and Engine Repair." Engine Books, 2016 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** "Automotive Machining and Engine Repair" **Author** Lewis, W.G. **Publisher** Engine Books **Date/Edition** 2020 **ISBN** No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: ProSIS information system. www.prosispro.com **May include, but are not limited to**: No value **Reading List**: "Engine Analyzer Ver. 3.2," Performance Trends Inc. Software is installed locally **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them • Identify various types of fasteners, their properties, and their automotive uses • Examine the theory of the different types of automotive engines and compare their uses • Analyze the need for engine diagnosis by solving faults at the system level • Describe the proper procedure for cylinder head disassembly and interpret engine failures • Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner • Demonstrate the proper techniques of failure analysis for valve train components • Demonstrate the proper technique of failure analysis for short block components • Describe the techniques of crack detection for engine castings of differing materials • Explain the various procedures of reconditioning valve train components • Explain the various procedures of reconditioning engine block components • Explain the proper and safe methods of resurfacing cylinder heads and blocks • List the proper order of engine assembly as it relates to the different engine configurations	• Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them • Identify various types of fasteners, their properties, and their automotive uses • Examine the theory of the different types of automotive engines and compare their uses • Analyze the need for engine diagnosis by solving faults at the system level • Describe the proper procedure for cylinder head disassembly and interpret engine failures • Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner • Demonstrate the proper techniques of failure analysis for valve train components • Demonstrate the proper technique of failure analysis for short block components • Describe the techniques of crack detection for engine castings of differing materials • Explain the various procedures of reconditioning valve train components • Explain the various procedures of reconditioning engine block components • Explain the proper and safe methods of resurfacing cylinder heads and blocks • List the proper order of engine assembly as it relates to the different engine configurations

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs**: Student should be able to answer selected questions on the final concerning engine theory, valve events, engine diagnostics, and engine assembly. **Expected SLO Performance**: 0.0	**CSLOs**: Demonstrate knowledge of engine theory, valve events, engine diagnostics, and engine assembly. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them 1. Understanding specifications and tolerances 2. Calculating thermal expansion of both cast iron and aluminum 3. Comparing units of measurement 4. Using micrometers 5. Making transfer measurements 6. Using dial indicators 7. Using dial bore gauges 8. Using vernier calipers 9. Checking alignments 10. Measuring surface finishes using a profilometer 11. Measuring thicknesses of castings using an ultrasonic thickness tester 2. Identify various types of fasteners, their properties, and their automotive uses 1. Determining the strength of fasteners 2. Comparing clamping force and torque 3. Identifying nominal diameter and pitch of fractional and metric threads 4. Using pipe threads and fittings 5. Removing broken fasteners 6. Installing helicoils 7. Removing broken tools 3. Examine the theory of the different types of automotive engines and compare their uses 1. The four-stroke cycle 2. Compression ignition engines 3. Valve timing and camshafts	1. Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them 1. Understanding specifications and tolerances 2. Calculating thermal expansion of both cast iron and aluminum 3. Comparing units of measurement 4. Using micrometers 5. Making transfer measurements 6. Using dial indicators 7. Using dial bore gauges 8. Using vernier calipers 9. Checking alignments 10. Measuring surface finishes using a profilometer 11. Measuring thicknesses of castings using an ultrasonic thickness tester 2. Identify various types of fasteners, their properties, and their automotive uses 1. Determining the strength of fasteners 2. Comparing clamping force and torque 3. Identifying nominal diameter and pitch of fractional and metric threads 4. Using pipe threads and fittings 5. Removing broken fasteners 6. Installing helicoils 7. Removing broken tools 3. Examine the theory of the different types of automotive engines and compare their uses 1. The four-stroke cycle 2. Compression ignition engines 3. Valve timing and camshafts

Changed	Field	Current Version	Proposed Version
		4. Valve train configurations 5. Valve lifters and lash compensators 6. Engine oiling 7. Engine oils 8. Engine measurements 9. Fits and clearances 10. Cooling system operation 11. Combustion efficiency 4. Analyze the need for engine diagnosis by solving faults at the system level 1. Looking for signs of engine wear 2. Checking the block assembly 3. Testing power balance 4. Testing compression, both cranking and running 5. Testing cylinder leakage 6. Checking valve timing 7. Testing manifold vacuum 8. Testing exhaust back pressure 9. Diagnosing engine noises 10. Measuring exhaust gas pressure 11. Testing engine oil pressure 5. Describe the proper procedure for cylinder head disassembly and interpret engine failures 1. Hints for in-chassis repairs 2. Using valve spring compressors 3. Recording dimensions 4. Keeping parts in order 5. Removing the timing chain and sprockets 6. Removing camshaft bearings 7. Removing oil plugs and core plugs 6. Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner 1. Using solvent and cold solutions 2. Cleaning in hot tanks 3. Degreasing in ovens	4. Valve train configurations 5. Valve lifters and lash compensators 6. Engine oiling 7. Engine oils 8. Engine measurements 9. Fits and clearances 10. Cooling system operation 11. Combustion efficiency 4. Analyze the need for engine diagnosis by solving faults at the system level 1. Looking for signs of engine wear 2. Checking the block assembly 3. Testing power balance 4. Testing compression, both cranking and running 5. Testing cylinder leakage 6. Checking valve timing 7. Testing manifold vacuum 8. Testing exhaust back pressure 9. Diagnosing engine noises 10. Measuring exhaust gas pressure 11. Testing engine oil pressure 5. Describe the proper procedure for cylinder head disassembly and interpret engine failures 1. Hints for in-chassis repairs 2. Using valve spring compressors 3. Recording dimensions 4. Keeping parts in order 5. Removing the timing chain and sprockets 6. Removing camshaft bearings 7. Removing oil plugs and core plugs 6. Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner 1. Using solvent and cold solutions 2. Cleaning in hot tanks 3. Degreasing in ovens

Changed	Field	Current Version	Proposed Version
		4. Using airless shot blasters 5. Bead blasting 6. Small parts tumbling 7. Using hand and power tools 8. Removing rust and scale 9. Working under regulations 7. Demonstrate the proper techniques of failure analysis for valve train components 1. Determining valve guide wear 2. Checking valves 3. Testing valve springs 4. Inspecting the camshafts, lifters, and followers 5. Checking timing chains and gears 6. Inspecting rocker arms and pushrods 7. Checking cylinder head castings 8. Demonstrate the proper technique of failure analysis for short block components 1. Measuring pistons and cylinder wear 2. Measuring crankshaft wear and checking alignment 3. Gauging connecting rods 4. Inspecting bearings 5. Inspecting camshafts and followers 6. Inspecting deck surfaces 9. Describe the techniques of crack detection for engine castings of differing materials 1. Using dry magnetic particle testing 2. Using wet magnetic particle testing 3. Using dye penetrants 10. Explain the various procedures of reconditioning valve train components 1. Removing and replacing valve guides 2. Knurling valve guides 3. Fitting oversized valve stems	4. Using airless shot blasters 5. Bead blasting 6. Small parts tumbling 7. Using hand and power tools 8. Removing rust and scale 9. Working under regulations 7. Demonstrate the proper techniques of failure analysis for valve train components 1. Determining valve guide wear 2. Checking valves 3. Testing valve springs 4. Inspecting the camshafts, lifters, and followers 5. Checking timing chains and gears 6. Inspecting rocker arms and pushrods 7. Checking cylinder head castings 8. Demonstrate the proper technique of failure analysis for short block components 1. Measuring pistons and cylinder wear 2. Measuring crankshaft wear and checking alignment 3. Gauging connecting rods 4. Inspecting bearings 5. Inspecting camshafts and followers 6. Inspecting deck surfaces 9. Describe the techniques of crack detection for engine castings of differing materials 1. Using dry magnetic particle testing 2. Using wet magnetic particle testing 3. Using dye penetrants 10. Explain the various procedures of reconditioning valve train components 1. Removing and replacing valve guides 2. Knurling valve guides 3. Fitting oversized valve stems

Changed	Field	Current Version	Proposed Version
		4. Replacing integral valve guide 5. Refacing valves and valve stems 6. Grinding valve seats 7. Cutting valve seats 8. Installing valve seats 9. Fitting valve seals 10. Replacing rocker arm studs 11. Correcting installed spring height 12. Correcting installed stem height 13. Refacing rocker arms 14. Straightening aluminum heads 15. Correcting overhead camshaft center lines 11. Explain the various procedures of reconditioning engine block components 1. Honing cylinders for overhaul 2. Knurling pistons and recutting ring grooves 3. Reboring and honing cylinders 4. Sleeving cylinders 5. Line boring and honing 6. Fitting piston pins 7. Resizing connecting rod housing bores 8. Assembling and aligning pistons and connecting rods 9. Regrinding camshafts and related operations 10. Regrinding and polishing crankshafts 11. Overhauling oil pumps 12. Resurfacing flywheels and replacing ring gears 12. Explain the proper and safe methods of resurfacing cylinder heads and blocks 1. Comparing resurfacing machines 2. General precautions	4. Replacing integral valve guide 5. Refacing valves and valve stems 6. Grinding valve seats 7. Cutting valve seats 8. Installing valve seats 9. Fitting valve seals 10. Replacing rocker arm studs 11. Correcting installed spring height 12. Correcting installed stem height 13. Refacing rocker arms 14. Straightening aluminum heads 15. Correcting overhead camshaft center lines 11. Explain the various procedures of reconditioning engine block components 1. Honing cylinders for overhaul 2. Knurling pistons and recutting ring grooves 3. Reboring and honing cylinders 4. Sleeving cylinders 5. Line boring and honing 6. Fitting piston pins 7. Resizing connecting rod housing bores 8. Assembling and aligning pistons and connecting rods 9. Regrinding camshafts and related operations 10. Regrinding and polishing crankshafts 11. Overhauling oil pumps 12. Resurfacing flywheels and replacing ring gears 12. Explain the proper and safe methods of resurfacing cylinder heads and blocks 1. Comparing resurfacing machines 2. General precautions

Changed	Field	Current Version	Proposed Version
		3. Correcting v-block intake manifold alignment 4. Determining v-block ratios 5. Resurfacing overhead cam cylinder heads 6. Resurfacing diesel cylinder heads 7. Resurfacing air cooled cylinder heads 13. List the proper order of engine assembly as it relates to the different engine configurations 1. Cleaning and deburring for assembly 2. Assembling cylinder heads 3. Installing core plugs 4. Installing camshaft bearings and camshaft 5. Installing oil galley plugs 6. Sealing rotating shafts; the basics 7. Fitting the rear main seal 8. Installing the main bearings and crankshaft 9. Setting valve timing 10. Installing piston rings 11. Installing piston and connecting assemblies 12. Assembling cylinder heads to engine blocks 13. Installing rocker arms 14. Adjusting valves 15. Installing the oil pump 16. Pre-oiling the engine 17. Hints on gaskets, seals and sealants 18. Engine assembly checklists 19. Attaching bellhousings	3. Correcting v-block intake manifold alignment 4. Determining v-block ratios 5. Resurfacing overhead cam cylinder heads 6. Resurfacing diesel cylinder heads 7. Resurfacing air cooled cylinder heads 13. List the proper order of engine assembly as it relates to the different engine configurations 1. Cleaning and deburring for assembly 2. Assembling cylinder heads 3. Installing core plugs 4. Installing camshaft bearings and camshaft 5. Installing oil galley plugs 6. Sealing rotating shafts; the basics 7. Fitting the rear main seal 8. Installing the main bearings and crankshaft 9. Setting valve timing 10. Installing piston rings 11. Installing piston and connecting assemblies 12. Assembling cylinder heads to engine blocks 13. Installing rocker arms 14. Adjusting valves 15. Installing the oil pump 16. Pre-oiling the engine 17. Hints on gaskets, seals and sealants 18. Engine assembly checklists 19. Attaching bellhousings
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	AUTO D050B	AUTO D050B
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2AT	No Value
!	**Catalog Term (21-22)**	23-24	No Value

Changed	Questions	Current Version	Proposed Version
❗	**5 Year Revision Year (2021)**	2018	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	AUTO 064	AUTO 064
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	AUTO	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	236503	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Account Code**	1320	No Value
❗	**Program Code**	094800	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
❗	**Basic Course Information**	No Value	Description update
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	From Outline: E. Describe the proper procedure for cylinder head disassembly and interpret engine failures F. Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner J. Explain the various procedures of reconditioning valve train components K. Explain the various procedures of reconditioning engine block components M. List the proper order of engine assembly as it relates to the different engine configurations
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	From Outline A. Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them 1. Understanding specifications and tolerances 2. Calculating thermal expansion of both cast iron and aluminum 3. Comparing units of measurement

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

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

Changed	Questions	Current Version	Proposed Version
❗	**Stage 5: SLO Coordinator**	No Value	

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/19/2024	Mary Pape – SLO Coordinator	Learning Outcomes – CSLO #1	Required	Change the CSLO so that the words “Student will” are removed. Suggestion: “Demonstrate knowledge of engine theory, valve events, engine diagnostics, and engine assembly.".	

	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	AUTOD064.

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000338986

Articulation

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

De Anza College

Change Report

05/31/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Req/Adv	Advisory(ies):
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.

Section	Changed field
H-Matrix Form	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification
Stand-Alone Statement	Stand-Alone Statement
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Brett Johnson
	Course ID (CB01A and CB01B)	APRND064.	APRND064.
	Course Control Number	CCC000226666	CCC000226666
	Course Title (CB02)	Automotive Machining and Engine Repair	Automotive Machining and Engine Repair
	Short Course Title	AUTO MACHNG/ENGINE REPAIR	AUTO MACHNG/ENGINE REPAIR
	TOP Code (CB03)	0948.00	0948.00 Automotive Technology
	CIP Code	Automobile/Automotive Mechanics Technology/Technician	47.0604 Automobile/Automotive Mechanics Technology/Technician

Changed	Field	Current Version	Proposed Version
	Department	APRN - Auto. Apprenticeship	APRN - Auto. Apprenticeship
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2025
	SAM Priority Code (CB09)	Apprenticeship	Apprenticeship
!	**Course Description**	Repair and rebuilding of engine cylinder heads and block components, engine assembly and testing. Includes theory, diagnosis, disassembly, cleaning, inspection and failure analysis. Preparation for Automotive Service Excellence (ASE) examinations for Areas A1 and M1, M2 and M3.	~~Repair~~ This course shows the repair and rebuilding of engine cylinder heads and block components, engine ~~assembly~~ assembly, and engine testing. ~~Includes~~ The course includes theory, diagnosis, disassembly, cleaning, inspection and failure analysis. ~~Preparation~~ This course includes preparation for Automotive Service Excellence (ASE) examinations for Areas A1 and M1, M2 and M3.
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Automotive Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - AUTO TECH

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also a recommendation from industry advisory committees to help better prepare students for the automotive job market, with a better foundation of engine theory, diagnosis, and repair.	This is an apprenticeship course that is only offered to a target population of students who have been approved for the Automotive Technologies Apprenticeship Program. It is also ~~a recommendation from industry advisory committees~~ intended to ~~help~~ better prepare students for work in the automotive ~~job market, with a better foundation~~ industry in the areas of ~~engine theory, diagnosis,~~ performance and ~~repair.~~ vehicle efficiency, as advised by our industry advisory committee.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This course is intended to educate automotive technicians who work at a union shop so these students can complete their apprenticeship program and become journeyman technicians.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
!	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.	~~This course has been identified as a stand-alone course, which means that it is not listed on any GE pattern and/or a certificate and degree program. Please address the following to complete this area: 1. An explanation as to why this course does not fit into a certificate/degree or GE; 2. The purpose of this course; 3. Who your audience will be.~~

Associated Programs

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	9	9
	Lecture Hours - Out of Class	18	18
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	324	324
	Lecture Hours - Course In-Class (Contact) per Term	108	108
	Lecture Hours - Course Out-of-Class per Term	216	216

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	108	108
	Total - Course Out-of-Class Hours	216	216
	Total Credit Units - Minimum Credit Units	9	9
	Total Credit Units - Maximum Credit Units	9	9

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	324	324
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units	9	9
	Minimum Credit Units	9	9
	Maximum Credit Units	9	9

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises
	Assignments	1. Reading from text and handouts 2. Engine related research assignments	1. Reading from text and handouts 2. Engine related research assignments

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Ten multiple choice examinations covering lecture units 2. Comprehensive multiple choice final examination covering all units 3. Written engine related research assignment graded using a rubric	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Ten multiple choice examinations covering lecture units 2. Comprehensive multiple choice final examination covering all units 3. Written engine related research assignment graded using a rubric
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Safety glasses for shop demonstrations **Essential College Facilities:** • Automotive machine shop laboratory • Computers and required software	**Essential Student Materials:** • Safety glasses for shop demonstrations **Essential College Facilities:** • Automotive machine shop laboratory • Computers and required software

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title**: No value **Author**: Lewis, W.G. "Automotive Machining and Engine Repair." Engine Books, 2011. **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	**Title**: "Automotive Machining and Engine Repair" **Author**: Lewis, W.G. **Publisher**: Engine Books **Date/Edition**: 2020 **ISBN**: No value
!	**Suggested Reading List**	**Reading List**: ProSIS information system. Software is installed locally **May include, but are not limited to**: No value **Reading List**: "Engine Analyzer Ver. 3.2," Performance Trends Inc. Software is installed locally **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them • Identify various types of fasteners, their properties, and their automotive uses • Examine the theory of the different types of automotive engines and compare their uses • Analyze the need for engine diagnosis by solving faults at the system level • Describe the proper procedure for cylinder head disassembly and interpret engine failures • Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner • Demonstrate the proper techniques of failure analysis for valve train components • Demonstrate the proper technique of failure analysis for short block components • Describe the techniques of crack detection for engine castings of differing materials • Explain the various procedures of reconditioning valve train components • Explain the various procedures of reconditioning engine block components • Explain the proper and safe methods of resurfacing cylinder heads and blocks • List the proper order of engine assembly as it relates to the different engine configurations	• Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them • Identify various types of fasteners, their properties, and their automotive uses • Examine the theory of the different types of automotive engines and compare their uses • Analyze the need for engine diagnosis by solving faults at the system level • Describe the proper procedure for cylinder head disassembly and interpret engine failures • Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner • Demonstrate the proper techniques of failure analysis for valve train components • Demonstrate the proper technique of failure analysis for short block components • Describe the techniques of crack detection for engine castings of differing materials • Explain the various procedures of reconditioning valve train components • Explain the various procedures of reconditioning engine block components • Explain the proper and safe methods of resurfacing cylinder heads and blocks • List the proper order of engine assembly as it relates to the different engine configurations

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs**: Student should be able to answer selected questions on the final concerning engine theory, valve events, engine diagnostics, and engine assembly. **Expected SLO Performance**: 0.0	**CSLOs**: Explain engine theory, valve events, engine diagnostics, and engine assembly. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them 1. Understanding specifications and tolerances 2. Calculating thermal expansion 3. Comparing units of measurement 4. Using micrometers 5. Making transfer measurements 6. Using dial indicators 7. Using dial bore gauges 8. Using vernier calipers 9. Checking alignments 10. Measuring surface finishes 11. Measuring thicknesses of castings 2. Identify various types of fasteners, their properties, and their automotive uses 1. Determining the strength of fasteners 2. Comparing clamping force and torque 3. Identifying threads 4. Using pipe threads and fittings 5. Removing broken fasteners 6. Installing helicoils 7. Removing broken tools 3. Examine the theory of the different types of automotive engines and compare their uses 1. The four-stroke cycle 2. Compression ignition engines 3. Valve timing and camshafts 4. Valve train configurations 5. Valve lifters and lash compensators 6. Engine oiling	1. Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them 1. Understanding specifications and tolerances 2. Calculating thermal expansion 3. Comparing units of measurement 4. Using micrometers 5. Making transfer measurements 6. Using dial indicators 7. Using dial bore gauges 8. Using vernier calipers 9. Checking alignments 10. Measuring surface finishes 11. Measuring thicknesses of castings 2. Identify various types of fasteners, their properties, and their automotive uses 1. Determining the strength of fasteners 2. Comparing clamping force and torque 3. Identifying threads 4. Using pipe threads and fittings 5. Removing broken fasteners 6. Installing helicoils 7. Removing broken tools 3. Examine the theory of the different types of automotive engines and compare their uses 1. The four-stroke cycle 2. Compression ignition engines 3. Valve timing and camshafts 4. Valve train configurations 5. Valve lifters and lash compensators 6. Engine oiling

Changed	Field	Current Version	Proposed Version
		7. Engine oils 8. Engine measurements 9. Fits and clearances 10. Cooling system operation 11. Combustion efficiency	7. Engine oils 8. Engine measurements 9. Fits and clearances 10. Cooling system operation 11. Combustion efficiency
		4. Analyze the need for engine diagnosis by solving faults at the system level 1. Looking for signs of engine wear 2. Checking the block assembly 3. Testing power balance 4. Testing compression 5. Testing cylinder leakage 6. Checking valve timing 7. Testing manifold vacuum 8. Testing exhaust back pressure 9. Diagnosing engine noises 10. Measuring exhaust gas pressure 11. Testing engine oil pressure	4. Analyze the need for engine diagnosis by solving faults at the system level 1. Looking for signs of engine wear 2. Checking the block assembly 3. Testing power balance 4. Testing compression 5. Testing cylinder leakage 6. Checking valve timing 7. Testing manifold vacuum 8. Testing exhaust back pressure 9. Diagnosing engine noises 10. Measuring exhaust gas pressure 11. Testing engine oil pressure
		5. Describe the proper procedure for cylinder head disassembly and interpret engine failures 1. Hints for in-chassis repairs 2. Using valve spring compressors 3. Recording dimensions 4. Keeping parts in order 5. Removing the timing chain and sprockets 6. Removing camshaft bearings 7. Removing oil plugs and core plugs	5. Describe the proper procedure for cylinder head disassembly and interpret engine failures 1. Hints for in-chassis repairs 2. Using valve spring compressors 3. Recording dimensions 4. Keeping parts in order 5. Removing the timing chain and sprockets 6. Removing camshaft bearings 7. Removing oil plugs and core plugs
		6. Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner 1. Using solvent and cold solutions 2. Cleaning in hot tanks 3. Degreasing in ovens 4. Using airless shot blasters 5. Bead blasting	6. Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner 1. Using solvent and cold solutions 2. Cleaning in hot tanks 3. Degreasing in ovens 4. Using airless shot blasters 5. Bead blasting

Changed	Field	Current Version	Proposed Version
		6. Small parts tumbling 7. Using hand and power tools 8. Removing rust and scale 9. Working under regulations	6. Small parts tumbling 7. Using hand and power tools 8. Removing rust and scale 9. Working under regulations
		7. Demonstrate the proper techniques of failure analysis for valve train components 1. Determining valve guide wear 2. Checking valves 3. Testing valve springs 4. Inspecting the camshafts, lifters, and followers 5. Checking timing chains and gears 6. Inspecting rocker arms and pushrods 7. Checking cylinder head castings	7. Demonstrate the proper techniques of failure analysis for valve train components 1. Determining valve guide wear 2. Checking valves 3. Testing valve springs 4. Inspecting the camshafts, lifters, and followers 5. Checking timing chains and gears 6. Inspecting rocker arms and pushrods 7. Checking cylinder head castings
		8. Demonstrate the proper technique of failure analysis for short block components 1. Measuring pistons and cylinder wear 2. Measuring crankshaft wear and checking alignment 3. Gauging connecting rods 4. Inspecting bearings 5. Inspecting camshafts and followers 6. Inspecting deck surfaces	8. Demonstrate the proper technique of failure analysis for short block components 1. Measuring pistons and cylinder wear 2. Measuring crankshaft wear and checking alignment 3. Gauging connecting rods 4. Inspecting bearings 5. Inspecting camshafts and followers 6. Inspecting deck surfaces
		9. Describe the techniques of crack detection for engine castings of differing materials 1. Using dry magnetic particle testing 2. Using wet magnetic particle testing 3. Using dye penetrants	9. Describe the techniques of crack detection for engine castings of differing materials 1. Using dry magnetic particle testing 2. Using wet magnetic particle testing 3. Using dye penetrants
		10. Explain the various procedures of reconditioning valve train components 1. Removing and replacing valve guides 2. Knurling valve guides 3. Fitting oversized valve stems	10. Explain the various procedures of reconditioning valve train components 1. Removing and replacing valve guides 2. Knurling valve guides 3. Fitting oversized valve stems

Changed	Field	Current Version	Proposed Version
		4. Replacing integral valve guide 5. Refacing valves and valve stems 6. Grinding valve seats 7. Cutting valve seats 8. Installing valve seats 9. Fitting valve seals 10. Replacing rocker arm studs 11. Correcting installed spring height 12. Correcting installed stem height 13. Refacing rocker arms 14. Straightening aluminum heads 15. Correcting overhead camshaft center lines	4. Replacing integral valve guide 5. Refacing valves and valve stems 6. Grinding valve seats 7. Cutting valve seats 8. Installing valve seats 9. Fitting valve seals 10. Replacing rocker arm studs 11. Correcting installed spring height 12. Correcting installed stem height 13. Refacing rocker arms 14. Straightening aluminum heads 15. Correcting overhead camshaft center lines
		11. Explain the various procedures of reconditioning engine block components 1. Honing cylinders for overhaul 2. Knurling pistons and recutting ring grooves 3. Reboring and honing cylinders 4. Sleeving cylinders 5. Line boring and honing 6. Fitting piston pins 7. Resizing connecting rod housing bores 8. Assembling and aligning pistons and connecting rods 9. Regrinding camshafts and related operations 10. Regrinding and polishing crankshafts 11. Overhauling oil pumps 12. Resurfacing flywheels and replacing ring gears	11. Explain the various procedures of reconditioning engine block components 1. Honing cylinders for overhaul 2. Knurling pistons and recutting ring grooves 3. Reboring and honing cylinders 4. Sleeving cylinders 5. Line boring and honing 6. Fitting piston pins 7. Resizing connecting rod housing bores 8. Assembling and aligning pistons and connecting rods 9. Regrinding camshafts and related operations 10. Regrinding and polishing crankshafts 11. Overhauling oil pumps 12. Resurfacing flywheels and replacing ring gears
		12. Explain the proper and safe methods of resurfacing cylinder heads and blocks 1. Comparing resurfacing machines 2. General precautions	12. Explain the proper and safe methods of resurfacing cylinder heads and blocks 1. Comparing resurfacing machines 2. General precautions

Changed	Field	Current Version	Proposed Version
		3. Correcting v-block intake manifold alignment 4. Determining v-block ratios 5. Resurfacing overhead cam cylinder heads 6. Resurfacing diesel cylinder heads 7. Resurfacing air cooled cylinder heads 13. List the proper order of engine assembly as it relates to the different engine configurations 1. Cleaning and deburring for assembly 2. Assembling cylinder heads 3. Installing core plugs 4. Installing camshaft bearings and camshaft 5. Installing oil galley plugs 6. Sealing rotating shafts; the basics 7. Fitting the rear main seal 8. Installing the main bearings and crankshaft 9. Setting valve timing 10. Installing piston rings 11. Installing piston and connecting assemblies 12. Assembling cylinder heads to engine blocks 13. Installing rocker arms 14. Adjusting valves 15. Installing the oil pump 16. Pre-oiling the engine 17. Hints on gaskets, seals and sealants 18. Engine assembly checklists 19. Attaching bellhousings	3. Correcting v-block intake manifold alignment 4. Determining v-block ratios 5. Resurfacing overhead cam cylinder heads 6. Resurfacing diesel cylinder heads 7. Resurfacing air cooled cylinder heads 13. List the proper order of engine assembly as it relates to the different engine configurations 1. Cleaning and deburring for assembly 2. Assembling cylinder heads 3. Installing core plugs 4. Installing camshaft bearings and camshaft 5. Installing oil galley plugs 6. Sealing rotating shafts; the basics 7. Fitting the rear main seal 8. Installing the main bearings and crankshaft 9. Setting valve timing 10. Installing piston rings 11. Installing piston and connecting assemblies 12. Assembling cylinder heads to engine blocks 13. Installing rocker arms 14. Adjusting valves 15. Installing the oil pump 16. Pre-oiling the engine 17. Hints on gaskets, seals and sealants 18. Engine assembly checklists 19. Attaching bellhousings
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
!	**Advisory(ies):**	No Value	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)	(Open only to apprentices in the Automotive Technologies Apprenticeship Program (an approved program by the Division of Apprenticeship Standards).)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Banner Division**	2AT	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2018	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2013	No Value
	Sort ID (00 < 10; 0 < 100)	APRN 064	APRN 064
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	AUTO	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Nine hours lecture (108 hours total per quarter).	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	236503	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	094800	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
❗	**Basic Course Information**	No Value	Description update
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	From Outline: E. Describe the proper procedure for cylinder head disassembly and interpret engine failures F. Describe the proper methods and materials used for cleaning engine parts in an environmentally safe manner J. Explain the various procedures of reconditioning valve train components K. Explain the various procedures of reconditioning engine block components M. List the proper order of engine assembly as it relates to the different engine configurations
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**	No Value	From Outline A. Demonstrate an understanding of the proper use of automotive measuring tools and the ability to read them 1. Understanding specifications and tolerances 2. Calculating thermal expansion of both cast iron and aluminum 3. Comparing units of measurement

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.**	No Value	Employed by the local 1101 union or the City of San Jose. Open only to apprentices in the Automotive Technology Apprenticeship Program, and approved program by the Division of Apprenticeship Standards.
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

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

Changed	Questions	Current Version	Proposed Version
❗	**Stage 5: SLO Coordinator**	No Value	**DATE**: **3/20/2024** **Name - Role OR Tab**: Mary Pape – SLO Coordinator **Part - Field**: Learning Outcomes – CSLO #1 **Type of Edit**: Required **Edit**: Change the CSLO so that the words "Student will" are removed. Suggestion: "Explain engine theory, valve events, engine diagnostics, and engine assembly." **Initiator - Indicate "Y" When Completed**: Y
❗	**Stage 7: Content Review Matrix Liaison**	No Value	**Date**: **4/9/24** **Name - Role OR Tab**: Zack Judson **Part - Field**: Matrix H **Type of Edit**: Required **Edit**: Please list the prerequisite to being in the apprenticeship program **Initiator - Indicate "Y" When Completed**: Y
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	APRND064.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000226666

Articulation

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

De Anza College

Change Report

05/31/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.

Section	Changed field
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Sridevi Lakshmanan	• Sandra Spencer
	Course ID (CB01A and CB01B)	BUSD085.	BUSD085.
	Course Control Number	CCC000280927	CCC000280927
	Course Title (CB02)	Business Communication	Business Communication
	Short Course Title	BUSINESS COMMUNICATION	BUSINESS COMMUNICATION
	TOP Code (CB03)	0505.00	0505.00 Business Administration
	CIP Code	Business/Commerce, General	52.0101 Business/Commerce, General
	Department	BUS - Business	BUS - Business

Changed	Field	Current Version	Proposed Version
❗	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Application of writing skills to business communications; public relations functions of business correspondence.	Application of writing skills to business communications; public relations functions of business correspondence.
❗	**Course Type (CB27)**	No value	• Lower Division
	Mode of Delivery	• Online	• Online

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Business
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - GENERAL BUSINESS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to CSU. This course is a recommended elective for the Business Administration AA degree and is an elective for the Marketing Management AA degree. It is important for business students to be able to effectively communicate various types of correspondence in a business environment using traditional and emerging modes of communication.	This course is transferable to CSU. This course is a recommended elective for the Business Administration AA degree and is an elective for the Marketing Management AA degree. It is important for business students to be able to effectively communicate various types of correspondence in a business environment using traditional and emerging modes of communication.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Business Information Worker **Award Type** Certificate of Achievement (COA)	**Associated Program** Business Information Worker **Award Type** Certificate of Achievement (COA)
		Associated Program Facility and Sustainable Building Management (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Facility and Sustainable Building Management (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Marketing Management **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Marketing Management **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Marketing Management **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Marketing Management **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Business Administration (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Business Administration (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Facility and Sustainable Building Management (In Development) **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Facility and Sustainable Building Management (In Development) **Award Type** Associate in Science (A.S.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Facility and Sustainable Building Management **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Facility and Sustainable Building Management **Award Type** Associate in Science (A.S.) Degree
		Associated Program Facility and Sustainable Building Management **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Facility and Sustainable Building Management **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Facility and Sustainable Building Management	**Associated Program** Facility and Sustainable Building Management

Changed	Field	Current Version	Proposed Version
		Award Type Certificate of Achievement (COA)	**Award Type** Certificate of Achievement (COA)
		Associated Program Facility and Sustainable Building Management (In Development) **Award Type** Certificate of Achievement (COA)	**Associated Program** Facility and Sustainable Building Management (In Development) **Award Type** Certificate of Achievement (COA)
		Associated Program Marketing Management (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Marketing Management (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Business Administration **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Business Administration **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	3	3
	Lecture Hours - Out of Class	6	6
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	3	3
	Total Credit Units - Maximum Credit Units	3	3

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	108	108
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0

Changed	Field	Current Version	Proposed Version
	Total Credit Units	3	3
	Minimum Credit Units	3	3
	Maximum Credit Units	3	3

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Exploration of Internet resources Homework and extended projects Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Exploration of Internet resources Homework and extended projects Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version

	Assignments	1. Weekly forums with open discussion questions.
		    1. Small group discussions of course content with emphasis on cases and experiential exercises.
		    2. Online class discussions.
		    3. Small group presentations on course material.
		2. Written:
		    1. Six group (or individual) written messages for six different common business situations including: good news message, bad news message, reject request message, persuasive message, a voice message of a business type. If used, teams are simulating a business.
		    2. Prepare a written detailed business charter of any type of business to use in a class project simulation of business communications.
		    3. A final team paper of a small business investment prospectus report. The report will include business objectives, summary of projected financial targets, market positioning and strategy; explain how the investment proceeds will be used. The report shall include graphs, tabulated data, and pictures or any other visual material to make report appeal to investors.
		    4. Five individual written assignments requiring research and to demonstrate proper form of short messages found in business communications.
		3. Reading:
			1. Weekly forums with open discussion questions.
			    1. Small group discussions of course content with emphasis on cases and experiential exercises.
			    2. Online class discussions.
			    3. Small group presentations on course material.
			2. Written:
			    1. Six group (or individual) written messages for six different common business situations including: good news message, bad news message, reject request message, persuasive message, a voice message of a business type. If used, teams are simulating a business.
			    2. Prepare a written detailed business charter of any type of business to use in a class project simulation of business communications.
			    3. A final team paper of a small business investment prospectus report. The report will include business objectives, summary of projected financial targets, market positioning and strategy; explain how the investment proceeds will be used. The report shall include graphs, tabulated data, and pictures or any other visual material to make report appeal to investors.
			    4. Five individual written assignments requiring research and to demonstrate proper form of short messages found in business communications.
			3. Reading:

Changed	Field	Current Version	Proposed Version
		1. Assigned readings from text. 2. Library research.	1. Assigned readings from text. 2. Library research.

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

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Participation in online discussions require substantive contributions that demonstrate an understanding of the key issues involved, provide new insights and/or present new ideas. 2. Written Assignments demonstrate the level of appropriate application and use of the various forms, style and tone that should be presented in each type of correspondence. 3. Term paper and projects require students to conduct outside research; summarize their findings; and present the information such that the internal organization of ideas is effective, the transitions are smooth, ideas are well developed, shows originality (in visual impact, reader benefits, details and word	**Methods of Evaluation** 1. Participation in online discussions require substantive contributions that demonstrate an understanding of the key issues involved, provide new insights and/or present new ideas. 2. Written Assignments demonstrate the level of appropriate application and use of the various forms, style and tone that should be presented in each type of correspondence. 3. Term paper and projects require students to conduct outside research; summarize their findings; and present the information such that the internal organization of ideas is effective, the transitions are smooth, ideas are well developed, shows originality (in visual impact, reader benefits, details and word

Changed	Field	Current Version	Proposed Version
		choice) and is easy to read. 4. Midterm(s) and a final exam consisting of objective and/or essay questions require student to demonstrate comprehension of key terms and concepts presented.	choice) and is easy to read. 4. Midterm(s) and a final exam consisting of objective and/or essay questions require student to demonstrate comprehension of key terms and concepts presented.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Rentz, Kathryn, and Paula Lentz, "Business Communication," 3rd Edition, New York, McGraw-Hill/Irwin, 2015. ISBN-978-0-07340322-9 **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Rentz, Katherine, and Paula Lentz, "Lesikar's Business Communication: Connecting in a Digital World," 13th edition, New York: Irwin/McGraw-Hill, 2013. ISBN-13-9780073403212 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Business Communication: A Problem Solving Approach **Author** Lentz, Paula, Rentz, Kathryn, and Getchell, Kristen **Publisher** McGraw-Hill **Date/Edition** 2024/ 3rd ed. **ISBN** ISBN10: 1265159793 / ISBN13: 9781265159795 **Title** Lesikar's Business Communication: Connecting in a Digital World **Author** Rentz, Katherine, and Paula Lentz **Publisher** McGraw-Hill **Date/Edition** 2013/13th edition **ISBN** 13-9780073403212 **Title** Excellence in Business Communication **Author** Bovee, Courtland and Thill, John V. **Publisher** Pearson **Date/Edition** 2024/14th ed **ISBN** 9780137868452, 0137868456

Changed	Field	Current Version	Proposed Version
			Title Essentials of Business Communication **Author** Guffey, Mary Ellen **Publisher** Cengage **Date/Edition** 2022/ 12th ed. **ISBN** ISBN-10 : 0357714970 ISBN-13 : 978-0357714973
			Title Business Communication: Developing Leaders for a Networked World **Author** Cardon, Peter **Publisher** McGraw-Hill **Date/Edition** 2024/ 5th ed. **ISBN** 9781266678684, 1266678689
	Suggested Reading List	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Apply basic principles of effective business communication. • Articulate the impact of verbal and written communication on interpersonal relationships. • Compose letters that are clear, concise and complete. • Demonstrate how to achieve maximum impact with written messages. • Compose the most common types of business correspondence and other written materials. • Apply communication skills learned in the class. • Use LinkedIn to connect with potential employers and other business professionals in the network. • Demonstrate effective cross-cultural communication skills.	• Apply basic principles of effective business communication. • Articulate the impact of verbal and written communication on interpersonal relationships. • Compose letters that are clear, concise and complete. • Demonstrate how to achieve maximum impact with written messages. • Compose the most common types of business correspondence and other written materials. • Apply communication skills learned in the class. • Use LinkedIn to connect with potential employers and other business professionals in the network. • Demonstrate effective cross-cultural communication skills.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Describe and apply the principles of written and verbal business communications. **Expected SLO Performance** 0.0	**CSLOs** Describe and apply the principles of written and verbal business communications. **Expected SLO Performance** 0.0
		CSLOs Develop and use a variety of communication strategies that are effective in different business situations. **Expected SLO Performance** 0.0	**CSLOs** Develop and use a variety of communication strategies that are effective in different business situations. **Expected SLO Performance** 0.0
		CSLOs Identify the most effective written and oral communication skills that fit personal communication style and situation. **Expected SLO Performance** 0.0	**CSLOs** Identify the most effective written and oral communication skills that fit personal communication style and situation. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Apply basic principles of effective business communication.
		    1. Setting objectives for each written type of business missive.
		    2. Determining the appropriate type of response to different types of written business missive.
		    3. Establishing a good relationship with the reader.
		    4. Planning and pre-writing different types of messages.
		2. Articulate the impact of verbal and written communication on interpersonal relationships.
		    1. Within the workplace.
		    2. Within the community.
		3. Compose letters that are clear, concise and complete.
		    1. Presenting the main idea immediately and concisely.
		    2. Developing necessary and appropriate supporting material and ideas.
		    3. Concluding with suggestions, recommendations or requests for reply.
		4. Demonstrate how to achieve maximum impact with written messages.
		    1. Editing for style and clarity of thought.
		    2. Cutting out non-productive wording and sexist or prejudicial language.
		    3. Editing with consistent attention to proportion and emphasis.
		    4. Develop mechanic skills of grammar, punctuation, and spelling.
		5. Compose the most common types of business
			1. Apply basic principles of effective business communication.
			    1. Setting objectives for each written type of business missive.
			    2. Determining the appropriate type of response to different types of written business missive.
			    3. Establishing a good relationship with the reader.
			    4. Planning and pre-writing different types of messages.
			2. Articulate the impact of verbal and written communication on interpersonal relationships.
			    1. Within the workplace.
			    2. Within the community.
			3. Compose letters that are clear, concise and complete.
			    1. Presenting the main idea immediately and concisely.
			    2. Developing necessary and appropriate supporting material and ideas.
			    3. Concluding with suggestions, recommendations or requests for reply.
			4. Demonstrate how to achieve maximum impact with written messages.
			    1. Editing for style and clarity of thought.
			    2. Cutting out non-productive wording and sexist or prejudicial language.
			    3. Editing with consistent attention to proportion and emphasis.
			    4. Develop mechanic skills of grammar, punctuation, and spelling.
			5. Compose the most common types of business

Changed	Field	Current Version	Proposed Version
		correspondence and other written materials. 1. Inquiry letters. 2. Letters that say yes or no. 3. Letters for special situations such as good news, bad news, reject request, and more. 4. Sales letters. 5. Business reports. 6. Oral presentations. 7. Meetings and conferences. 6. Apply communication skills learned in the class. 1. Using class forums. 2. Using electronic mail. 3. Using chat rooms. 7. Use LinkedIn to connect with potential employers and other business professionals in the network. 1. Establish a LinkedIn profile that will attract potential employers 2. Increase visibility online and build a professional brand through LinkedIn profile 3. Make profile public by customizing URL. 4. Create a LinkedIn signature to use in email. 5. Getting found on LinkedIn by potential employers through LinkedIn profile. 8. Demonstrate effective cross-cultural communication skills. 1. Define culture and its effects on cross-cultural communication 2. Describe cultural differences in body positions and movements. 3. Describe cultural differences in views & practices concerning human relations.	correspondence and other written materials. 1. Inquiry letters. 2. Letters that say yes or no. 3. Letters for special situations such as good news, bad news, reject request, and more. 4. Sales letters. 5. Business reports. 6. Oral presentations. 7. Meetings and conferences. 6. Apply communication skills learned in the class. 1. Using class forums. 2. Using electronic mail. 3. Using chat rooms. 7. Use LinkedIn to connect with potential employers and other business professionals in the network. 1. Establish a LinkedIn profile that will attract potential employers 2. Increase visibility online and build a professional brand through LinkedIn profile 3. Make profile public by customizing URL. 4. Create a LinkedIn signature to use in email. 5. Getting found on LinkedIn by potential employers through LinkedIn profile. 8. Demonstrate effective cross-cultural communication skills. 1. Define culture and its effects on cross-cultural communication 2. Describe cultural differences in body positions and movements. 3. Describe cultural differences in views & practices concerning human relations.

Changed	Field	Current Version	Proposed Version
		4. Explain the language equivalency problem and techniques for minimizing its effects.	4. Explain the language equivalency problem and techniques for minimizing its effects.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2CB	No Value
!	**Catalog Term (21-22)**	23-24	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	BUS 085	BUS 085
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	BUS	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value

Changed	Questions	Current Version	Proposed Version
!	**DL Approval Date (MM/DD/YYYY)**	04/18/2017	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233002	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	050600	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Methods of Evaluation C - Term paper and projects require students to conduct outside research; summarize their findings; and present the information such that the internal organization of ideas is effective, the transitions are smooth, ideas are well developed, shows originality (in visual impact, reader benefits, details and word choice) and is easy to read.
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Methods of Evaluation C - Term paper and projects require students to conduct outside research; summarize their findings; and present the information such that the internal organization of ideas is effective, the transitions are smooth, ideas are well developed, shows originality (in visual impact, reader benefits, details and word choice) and is easy to read.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods of Evaluation C - Term paper and projects require students to conduct outside research; summarize their findings; and present the information such that the internal organization of ideas is effective, the transitions are smooth, ideas are well developed, shows originality (in visual impact, reader benefits, details and word choice) and is easy to read.

Changed	Questions	Current Version	Proposed Version
!	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Methods of Evaluation: A - Participation in online discussions require substantive contributions that demonstrate an understanding of the key issues involved, provide new insights and/or present new ideas. B - Written Assignments demonstrate the level of appropriate application and use of the various forms, style and tone that should be presented in each type of correspondence. C - Term paper and projects require students to conduct outside research; summarize their findings; and present the information such that the internal organization of ideas is effective, the transitions are smooth, ideas are well developed, shows originality (in visual impact, reader benefits, details and word choice) and is easy to read. D - Midterm(s) and a final exam consisting of objective and/or essay questions require student to demonstrate comprehension of key terms and concepts presented.
!	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Methods of Evaluation B - Written Assignments demonstrate the level of appropriate application and use of the various forms, style and tone that should be presented in each type of correspondence.
!	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Methods of Evaluation B - Written Assignments demonstrate the level of appropriate application and use of the various forms, style and tone that should be presented in each type of correspondence.
!	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Methods of Evaluation D - Midterm(s) and a final exam consisting of objective and/or essay questions require student to demonstrate comprehension of key terms and concepts presented.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Methods of Evaluation B - Written Assignments demonstrate the level of appropriate application and use of the various forms, style and tone that should be presented in each type of correspondence.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Methods of Evaluation: A - Participation in online discussions require substantive contributions that demonstrate an understanding of the key issues involved, provide new insights and/or present new ideas. B - Written Assignments demonstrate the level of appropriate application and use of the various forms, style and tone that should be presented in each type of correspondence. C - Term paper and projects require students to conduct outside research; summarize their findings; and present the information such that the internal organization of ideas is effective, the transitions are smooth, ideas are well developed, shows originality (in visual impact, reader benefits, details and word choice) and is easy to read. D - Midterm(s) and a final exam consisting of objective and/or essay questions require student to demonstrate comprehension of key terms and concepts presented.

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	BUSD085.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000280927

Articulation

Changed	Field	Current Version

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

De Anza College

Change Report

05/31/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status

Section	Changed field
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
CTE Course	Is this a CTE (Career Technical Education) course?

Section	Changed field
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Sridevi Lakshmanan	• John Francis • Fritz, Michele
	Course ID (CB01A and CB01B)	BUSD089.	BUSD089.
	Course Control Number	CCC000276160	CCC000276160
	Course Title (CB02)	Advertising	Advertising
	Short Course Title	ADVERTISING	ADVERTISING
	TOP Code (CB03)	0509.00	0509.00 Marketing and Distribution
	CIP Code	Sales, Distribution, and Marketing Operations, General	52.1801 Sales, Distribution, and Marketing Operations, General
	Department	BUS - Business	BUS - Business
❗	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Advertising as human communication; historic, economic, and social aspects of advertising; why organizations use advertising; role of advertising agency; creative strategy (developing messages through art and copy) and media strategy (deciding where and when to place the messages); development of advertising budgets; analysis and creation of successful advertising campaigns.	Advertising as human communication; historic, economic, and social aspects of advertising; why organizations use advertising; role of advertising agency; creative strategy (developing messages through art and copy) and media strategy (deciding where and when to place the messages); development of advertising budgets; analysis and creation of successful advertising campaigns.
❗	**Course Type (CB27)**	No value	• Lower Division

Changed	Field	Current Version	Proposed Version
❗	**Mode of Delivery**	• Online	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Business
❗	**Discipline 2**	No value	• Marketing
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - GENERAL BUSINESS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	The course is CSU transferable, and is required for both Marketing and Advertising majors. The course is required for the Marketing Management A.A., Certificate of Achievement and Certificate of Achievement-Advanced. The course is also recommended for the Business Administration A.A. and Certificate of Achievement.	The course is CSU transferable, and is required for both Marketing and Advertising majors. The course is required for the Marketing Management A.A., Certificate of Achievement and Certificate of Achievement-Advanced. The course is also recommended for the Business Administration A.A. and Certificate of Achievement.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Marketing Management **Award Type** Certificate of Achievement (COA)	**Associated Program** Marketing Management **Award Type** Certificate of Achievement (COA)
		Associated Program Marketing Management **Award Type** Certificate of Achievement (COA)	**Associated Program** Marketing Management **Award Type** Certificate of Achievement (COA)
		Associated Program Business Administration (In Development) **Award Type** Certificate of Achievement (COA)	**Associated Program** Business Administration (In Development) **Award Type** Certificate of Achievement (COA)
		Associated Program Marketing Management **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Marketing Management **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Marketing Management **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Marketing Management **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Business Administration **Award Type** Certificate of Achievement (COA)	**Associated Program** Business Administration **Award Type** Certificate of Achievement (COA)
		Associated Program Business Administration **Award Type** Certificate of Achievement (COA)	**Associated Program** Business Administration **Award Type** Certificate of Achievement (COA)
		Associated Program Business Administration (In Development)	**Associated Program** Business Administration (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	**Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Global Studies (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Global Studies (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Global Studies **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Global Studies **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Public Relations **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Public Relations **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Marketing Management (In Development)	**Associated Program** Marketing Management (In Development)

Changed	Field	Current Version	Proposed Version
		Award Type Certificate of Achievement (COA)	**Award Type** Certificate of Achievement (COA)
		Associated Program Marketing Management (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Marketing Management (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Business Administration **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Business Administration **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	5	5
	Lecture Hours - Out of Class	10	10
	Laboratory Hours - In Class	0	0

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	180	180
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Homework and extended projects Collaborative learning and small group exercises Collaborative projects Discussion and problem solving performed in class Presentation and collective critique of collaborative projects	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Homework and extended projects Collaborative learning and small group exercises Collaborative projects Discussion and problem solving performed in class Presentation and collective critique of collaborative projects
	Assignments	1. Required reading assignments from the text and supplemental sources 2. Written assignments requiring students to consider how advertising influences behavior 3. Development of advertising plan (Term Project)	1. Required reading assignments from the text and supplemental sources 2. Written assignments requiring students to consider how advertising influences behavior 3. Development of advertising plan (Term Project)

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Participation in class discussion of assigned reading, homework projects, and current developments in marketing/advertising to demonstrate increasing understanding of course concepts and their application in real-world marketing strategies. 2. Exams that appraise comprehension and require synthesis and application of course material 3. Final exam is a term project to demonstrate comprehension and application of major concepts and themes from course material, plus ability to organize and coordinate work on deadline.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Participation in class discussion of assigned reading, homework projects, and current developments in marketing/advertising to demonstrate increasing understanding of course concepts and their application in real-world marketing strategies. 2. Exams that appraise comprehension and require synthesis and application of course material 3. Final exam is a term project to demonstrate comprehension and application of major concepts and themes from course material, plus ability to organize and coordinate work on deadline.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title**: No value **Author**: Arens, Schaefer, and Wiegold, "Advertising, 2nd Edition" M-Series, McGraw-Hill/Irwin, 2015. **Publisher**: No value **Date/Edition**: No value **ISBN**: No value	**Title**: M: Advertising, 4th Edition **Author**: William Arens, Michael Weigold, Christian Arens and David Schaefer **Publisher**: McGraw Hill **Date/Edition**: 2022, 4th Edition **ISBN**: ISBN10: 1260381897 | ISBN13: 9781260381894
!	**Suggested Reading List**	**Reading List**: Advertising Age **May include, but are not limited to**: No value **Reading List**: YouTube.com (Advertisements) **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Assess the basic principles of advertising and integrated marketing communications (IMC) using the classic human communication model. • Discuss advertising's macroeconomic and social roles. • Analyze who pays for advertising and why (understand the communications aspect of marketing strategy). • Examine and integrate the basic principles of consumer behavior. • Formulate the role of advertising agencies and identify career opportunities in the profession. • Employ strategic, creative and technical expertise to create ads and develop complete IMC campaigns..	• Assess the basic principles of advertising and integrated marketing communications (IMC) using the classic human communication model. • Discuss advertising's macroeconomic and social roles. • Analyze who pays for advertising and why (understand the communications aspect of marketing strategy). • Examine and integrate the basic principles of consumer behavior. • Formulate the role of advertising agencies and identify career opportunities in the profession. • Employ strategic, creative and technical expertise to create ads and develop complete IMC campaigns..

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Relate contemporary advertising to the classic human communication model. **Expected SLO Performance** 0.0	**CSLOs** Relate contemporary advertising to the classic human communication model. **Expected SLO Performance** 0.0
		CSLOs Distinguish advertising from other elements of integrated marketing communications (IMC) and explain its role in an organization's marketing strategy. **Expected SLO Performance** 0.0	**CSLOs** Distinguish advertising from other elements of integrated marketing communications (IMC) and explain its role in an organization's marketing strategy. **Expected SLO Performance** 0.0
		CSLOs Identify the major social and economic aspects of advertising in the U.S. and contrast those with the role of advertising in other countries. **Expected SLO Performance** 0.0	**CSLOs** Identify the major social and economic aspects of advertising in the U.S. and contrast those with the role of advertising in other countries. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Assess the basic principles of advertising and integrated marketing communications (IMC) using the classic human communication model. 1. Source 2. Encoding 3. Message 4. Channel 5. Decoding 6. Receiver 7. Noise 2. Discuss advertising's macroeconomic and social roles. 1. Historic roots of contemporary advertising 2. Advertising's role in developed, market-driven economies 3. Social criticism of advertising 4. Regulation of advertising 3. Analyze who pays for advertising and why (understand the communications aspect of marketing strategy). 1. Marketing strategies 2. Target markets 3. The marketing mix 4. The role of IMC in the marketing mix and of advertising within IMC 4. Examine and integrate the basic principles of consumer behavior. 1. The general principles and complexity of consumer behavior in the United States and other countries 2. The communications dimension of consumer behavior 5. Formulate the role of advertising agencies and identify career opportunities in the profession. 1. Key groups and career opportunities in the advertising profession 2. Local, regional, national and transnational advertisers 3. The role of the advertising agency 4. Types of agencies 5. How agencies work 6. How agencies make money	1. Assess the basic principles of advertising and integrated marketing communications (IMC) using the classic human communication model. 1. Source 2. Encoding 3. Message 4. Channel 5. Decoding 6. Receiver 7. Noise 2. Discuss advertising's macroeconomic and social roles. 1. Historic roots of contemporary advertising 2. Advertising's role in developed, market-driven economies 3. Social criticism of advertising 4. Regulation of advertising 3. Analyze who pays for advertising and why (understand the communications aspect of marketing strategy). 1. Marketing strategies 2. Target markets 3. The marketing mix 4. The role of IMC in the marketing mix and of advertising within IMC 4. Examine and integrate the basic principles of consumer behavior. 1. The general principles and complexity of consumer behavior in the United States and other countries 2. The communications dimension of consumer behavior 5. Formulate the role of advertising agencies and identify career opportunities in the profession. 1. Key groups and career opportunities in the advertising profession 2. Local, regional, national and transnational advertisers 3. The role of the advertising agency 4. Types of agencies 5. How agencies work 6. How agencies make money

Changed	Field	Current Version	Proposed Version
		7. Advertising/IMC suppliers 8. Advertising/IMC media 6. Employ strategic, creative and technical expertise to create ads and develop complete IMC campaigns.. 1. Marketing strategy, communications strategy and the creative brief 2. Role of the advertising artist 3. Designing ads and campaigns 4. Role of the copywriter 5. Writing effective headlines, taglines and copy 6. Media planning 7. Media selection, scheduling and buying	7. Advertising/IMC suppliers 8. Advertising/IMC media 6. Employ strategic, creative and technical expertise to create ads and develop complete IMC campaigns.. 1. Marketing strategy, communications strategy and the creative brief 2. Role of the advertising artist 3. Designing ads and campaigns 4. Role of the copywriter 5. Writing effective headlines, taglines and copy 6. Media planning 7. Media selection, scheduling and buying
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2CB	No Value
!	**Catalog Term (21-22)**	23-24	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	BUS 089	BUS 089
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	BUS	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
!	**DL Approval Date (MM/DD/YYYY)**	10/24/2017	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233002	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	050600	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Methods of Instruction: Discussion of assigned reading; Discussion and problem-solving performed in class; Presentation and collective critique of collaborative projects

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
!	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Methods of Evaluation: C. Final exam is a term project to demonstrate comprehension and application of major concepts and themes from course material, plus ability to organize and coordinate work on deadline.
!	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Methods of Instruction: Collaborative learning and small group exercises; Collaborative projects; Discussion and problem-solving performed in class
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
!	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Assignments: C. Development of advertising plan (Term Project) Course Outline: F. Employ strategic, creative and technical expertise to create ads and develop complete IMC campaigns..
!	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Course Outline: C. Analyze who pays for advertising and why (understand the communications aspect of marketing strategy).
!	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Assignments: B. Written assignments requiring students to consider how advertising influences behavior Assignments: C. Development of advertising plan (Term Project)

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

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

De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	BUSD089.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000276160

Articulation

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

De Anza College

Change Report

06/03/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Req/Adv	Advisory(ies) - Other:
Summary of Revisions	Basic Course Information

Section	Changed field
Summary of Revisions	Specifications
Summary of Revisions	Outline
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Clare Nguyen • Pape, Mary
	Course ID (CB01A and CB01B)	CISD018B	CISD018B
	Course Control Number	CCC000359074	CCC000359074
	Course Title (CB02)	Advanced UNIX/LINUX	Advanced UNIX/LINUX
	Short Course Title	ADV UNIX/LINUX	ADV UNIX/LINUX
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2025

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational
!	**Course Description**	Expanded coverage of regular expressions and grep. Advanced topics in Unix/Linux include egrep, find, sed, awk, file archiving, compression, and conversion, version control, makefile, basic shell scripts and installation of a Linux distribution.	~~Expanded coverage of regular expressions and grep. Advanced~~ This course covers advanced topics ~~in~~ with Unix/Linux ~~include egrep, find, sed, awk,~~ utilities, including text processing, file archiving, compression, ~~and conversion,~~ version control, ~~makefile,~~ build automation, basic ~~shell scripts~~ bash scripts, and installation of a Linux distribution.
!	**Course Type (CB27)**	No value	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Computer Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - CIS

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course belongs on the Unix/Linux Operating System Certificates. It is CSU and UC transferable. This course teaches advanced Unix/Linux commands. It is the second course in a three-course sequence preparing students for using the Unix/Linux platform for mobile and cloud computing, network servers and database.	This CTE course ~~belongs on the Unix/Linux Operating System Certificates. It~~ is CSU and UC transferable. ~~This course teaches advanced Unix/Linux commands.~~ It is on the ~~second course in a three-course sequence preparing students for using the~~ Unix/Linux Operating System Certificate. Topics cover advanced Unix/Linux ~~platform for mobile and cloud computing, network servers and database.~~ utilities.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Network Administration **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Administration **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Administration **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Administration **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program UNIX/LINUX Operating System **Award Type** Certificate of Achievement (COA)	**Associated Program** UNIX/LINUX Operating System **Award Type** Certificate of Achievement (COA)
		Associated Program Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Database Development Practitioner **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Database Development Practitioner **Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Systems Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Systems Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Network Administration	**Associated Program** Network Administration

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	**Award Type** Associate in Arts (A.A.) Degree
		Associated Program Network Administration **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Administration **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Systems Programming (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Network Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Systems Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Systems Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Systems Programming **Award Type** Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Systems Programming (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Database Development Practitioner **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Database Development Practitioner **Award Type** Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0

Changed	Field	Current Version	Proposed Version
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
❗	**Assignments**	1. Reading textbook and lecture notes 2. 6-10 homework assignments to be done on the Unix/Linux system, covering the Lab Topics specified in X. below, half completed in the computer lab, half completed as homework.	1. Reading textbook and lecture notes 2. 6-10 homework assignments to be done on the Unix/Linux system, covering the Lab Topics specified in the Lab Outline section.

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

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Successful completion of homework assignments, which are evaluated for completeness and correctness 2. In-class problems, group collaborative problems, exam questions and/or online assignments used to demonstrate the ability to effectively and efficiently use the appropriate Unix/Linux utilities to solve problems 3. At least one written midterm examination requiring the appropriate use of Unix/Linux utilities to solve problems. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities. 4. A comprehensive final examination	**Methods of Evaluation** 1. Successful completion of homework assignments, which are evaluated for completeness and correctness 2. In-class problems, group collaborative problems, exam questions and/or assignments used to demonstrate the ability to effectively and efficiently use the appropriate Unix/Linux utilities to solve problems. 3. At least one written midterm examination requiring the appropriate use of Unix/Linux utilities to solve problems. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities. 4. A comprehensive final examination

Changed	Field	Current Version	Proposed Version
		requiring the skills to use appropriate Unix/Linux utilities to solve problems. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities.	requiring the skills to use appropriate Unix/Linux utilities to solve problems. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Access to a computer running the UNIX/LINUX operating system	**Essential Student Materials:** • None **Essential College Facilities:** • Access to a computer running the UNIX/LINUX operating system
❗	**Examples of Primary Texts and References**	**Title** No value **Author** Sobell, Mark; A Practical Guide to Linux Commands, Editors, and Shell Programming; 4th Edition; Prentice-Hall, 2018; ISBN-13: 978-0-13-477531-9 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** How Linux Works **Author** Ward, Brian **Publisher** No Starch Express **Date/Edition** April 2021 **ISBN** 9781718500402 **Title** A Practical Guide to Linux Commands, Editors, and Shell Programming **Author** Sobell, Mark and Helmke, Matthew **Publisher** Pearson **Date/Edition** November 2017 **ISBN** 9780134774626

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Apply regular expressions with different filters • Apply the grep utility in different search applications • Apply the sed utility on the command line and with input file • Apply the awk utility in text processing and calculating applications • Use the make utility to manage software projects • Apply utilities for file compression • Create archive files for backup and storage • Convert text files from the Unix / Linux format to other OS formats • Automate tasks with basic shell scripts • Create version control in a project	• Apply the grep utility in different search applications • Apply the find utility for file search • Apply the sed utility for text processing • Apply the awk utility in text processing and calculating applications • Use the make utility to automate builds in software projects • Apply utilities for file compression and archiving • Create version control in a project • Automate tasks with basic shell scripts • Install and perform basic maintenance of a Linux distribution

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Use the Unix/Linux Operating System utilities, shell features, and regular expressions for advanced text file manipulation. **Expected SLO Performance** 0.0	**CSLOs** Use the Unix/Linux Operating System utilities, shell features, and regular expressions for advanced text file manipulation. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Apply regular expressions with different filters
		  1. Atoms and operators
		  2. Comparison between mathematical expressions and regular expressions
		  3. Atoms (single character, dot, class, anchor, and back-reference)
		  4. Operators (sequence, alternation, repetition, group, and save)
		  5. Greedy and non-greedy operations
		2. Apply the grep utility in different search applications
		  1. Grep operation (inherent loop)
		  2. Grep family (egrep, fgrep, and egrep)
		  3. Atoms and operators supported by each member of the family
		  4. Use of options with grep family
		  5. Pattern matching with grep family
		  6. Application examples
		3. Apply the sed utility on the command line and with input file
		  1. Sed as a filter
		  2. Sed script and instruction format
		  3. Operation of sed (nest inherent loops)
		  4. Role of pattern space and hold space
		  5. Script execution step by step
		  6. Addresses and address types
		  7. Commands in sed
		  8. Simulation of grep commands using sed
		  9. Applications
		4. Apply the awk utility in text processing and calculating
			1. Apply the grep utility in different search applications
			  1. Grep operation (inherent loop)
			  2. Grep family (egrep, fgrep, and egrep)
			  3. Regular expression atoms and operators supported
			  4. Use of options with grep family
			  5. Pattern matching with grep family
			  6. Application examples
			2. Apply the find utility for file search
			  1. Recursive search concepts
			  2. Start directory and control of search depth
			  3. Search criteria
			  4. Logical and, or of criteria
			  5. Use of exec and xargs with search results
			  6. Application examples
			3. Apply the sed utility for text processing
			  1. Sed as a filter
			  2. Sed script and instruction format
			  3. Operation of sed (nest inherent loops)
			  4. Role of pattern space and hold space
			  5. Script execution step by step
			  6. Addresses and address types
			  7. Commands in sed
			  8. Simulation of other filters using sed
			  9. Applications
			4. Apply the awk utility in text processing and calculating applications
			  1. Awk as a programming language

Changed	Field	Current Version	Proposed Version
		applications 1. Awk as a programming language 2. Execution of an awk command 3. Operation of awk (inherent nested loops and selection) 4. Fields and records 5. Buffers and variables 6. Awk script 7. Patterns and actions 8. Pattern types 9. Actions and statements: expression statement, output statement, decision, loops, control, function call 10. User-defined functions 11. Simulating grep commands using awk. 12. Simulating sed commands using awk 13. Applications 5. Use the make utility to manage software projects 1. Code Building Background 1. Building an executable from multiple source file 2. File dependency is a software application 3. The role of make in a software project 2. Running make 1. Without a makefile 2. With a makefile 3. The makefile 1. makefile instructions 2. Target file and source files 3. Dependencies in a makefile instruction 4. Built in recursion in the makefile	2. Execution of an awk command 3. Operation of awk (inherent nested loops and selection) 4. Fields and records 5. Buffers and variables 6. Awk script 7. Patterns and actions 8. Pattern types 9. Actions and statements: expression statement, output statement, decision, loops, control, function cal 10. Simulating other filters using awk. 11. Applications 5. Use the make utility to automate builds in software projects 1. Code Building Background 1. Building an executable from multiple source file 2. File dependency is a software application 3. The role of make in a software project 2. The makefile 1. makefile instructions 2. Target file and source files 3. Dependencies in a makefile instruction 4. Built in recursion in the makefile 5. Macros 6. Phony targets 7. Common Suffixes 3. Use of make outside of software development 6. Apply utilities for file compression and archiving 1. Explanation and algorithm of file

Changed	Field	Current Version	Proposed Version
		5. Macros 6. Phony targets 7. Common Suffixes 4. Use of make outside of software development 6. Apply utilities for file compression 1. Explanation and algorithm of file compression 2. gzip and gunzip 1. Compress files 2. Uncompress files 3. Options 7. Create archive files for backup and storage 1. Archiving files 2. Using tar to archive files 3. Archiving, compressing files and editing the archive file 8. Convert text files from the Unix / Linux format to other OS formats 1. Unix to DOS 2. DOS to Unix 9. Automate tasks with basic shell scripts 1. Compare shell scripts to programs 1. Linux as a native OS 2. Linux as virtual OS 3. Linux on an external device 2. Use of shell scripts 3. Writing shell scripts 4. Running shell scripts 5. Running Linux on the PC 6. Running Linux on a PC 7. Linux as a native operating system 8. Installation 9. Boot 10. Configuration 10. Create version control in a project	compression 2. Compress and decompress files 3. Create archive files for backup and storage 7. Create version control in a project 1. Explore the role of version control of files in a project 2. Use git for version control 1. Initialize and configure a git directory 2. Add, delete, modify files in the repository 3. Create branches 4. Accessing remote files and repositories 8. Automate tasks with basic shell scripts 1. Compare shell scripts to programs 2. Use of shell scripts 3. Writing shell scripts 4. Running shell scripts 9. Install and perform basic maintenance of a Linux distribution 1. Installation and boot Linux as a native OS 2. Installation and boot Linux as a virtual OS 3. Installation and boot Linux from an external drive 4. Package managers 5. Install and uninstall packages 6. sudo privileges

Changed	Field	Current Version	Proposed Version

		1. Explore the role of version control of files in a project
		2. Use git for version control
		    1. Initialize a git directory
		    2. Configure the git directory
		3. Add and delete files in the repository
		    1. Put files in the staging area
		    2. Commit files into the repository
		4. Create branches
		    1. Switch branches
		    2. Merge branches
		5. Accessing remote files and repositories
		    1. Clone a repository
		    2. Push / pull files to the remote repository	

	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
❗	**Lab Outline**	1. Review utilities to manipulate files and directories, look up system and user status, and filter input data 2. Write and describe regular expressions that match given requirements 3. Use the grep family of utilities with regular expressions 4. Use the sed utility on the command line, including address fields and sed commands 5. Use the sed utility with a sed script file 6. Use awk on the command line, with basic awk commands and regular expression 7. Write awk scripts, complete with regular expressions, awk operators and action commands, and programming constructs such as selection and looping 8. Write awk scripts to work with arrays and system commands 9. Write makefiles to build software executables 10. Use file compression utilities to compress and uncompress files 11. Use archiving utilities to compress and archive files 12. Use file conversion utilities to format text files and transfer files to different OS platforms 13. Write and run a basic bash shell script 14. Install and boot a Linux distribution 15. Use version control to manage files in a project with multiple branches	1. Review utilities to manipulate files and directories, look up system and user status, and filter input data 2. Write and describe regular expressions that match given requirements 3. Use the grep family of utilities with regular expressions 4. Use the sed utility on the command line, including address fields and sed commands 5. Use the sed utility with a sed script file 6. Use awk on the command line, with basic awk commands and regular expression 7. Write awk scripts, complete with regular expressions, awk operators and action commands, and programming constructs such as selection and looping 8. Write awk scripts to work with arrays and system commands 9. Write makefiles to build software executables 10. Use file compression utilities to compress and decompress files 11. Use archiving utilities to compress and archive files 12. Use version control to manage files in a project with multiple branches 13. Write and run basic bash scripts to automate tasks 14. Install, boot, and maintain a Linux distribution

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2CB	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2018	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 018B	CIS 018B
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	CIS	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value

Changed	Questions	Current Version	Proposed Version
❗	**DL Approval Date (MM/DD/YYYY)**	02/06/2018	No Value
❗	**Hybrid Approval Date (MM/DD/YYYY)**	02/06/2018	No Value
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value

Changed	Questions	Current Version	Proposed Version
!	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Four hours lecture, one and one-half hours laboratory (66 hours total per quarter).	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value
!	**Organization Code**	233003	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	070100	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
!	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	CIS D018A	CIS D018A

Changed	Questions	Current Version	Proposed Version
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
!	**Advisory(ies) - Other:**	CIS D014A, CIS D022A, CIS D036A or CIS D040.	CIS D014A or CIS D022A or CIS D036A or CIS D0040.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	**Basic Course Information**	No Value	Description update Course justification update
	Units and Hours	No Value	No Value
!	**Specifications**	No Value	Updated textbooks and references to reflect current publications
!	**Outline**	No Value	Updated course objective(s) Updated content within course objective(s)

Changed	Questions	Current Version	Proposed Version
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 7: Content Review Matrix Liaison	No Value	**Date**	**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			4/11/24	Zack Judson	Advisory(ies)- other	Required	Clarify whether the advisory is "CIS 14A, 22A, 36A or 40A" as stated in the indicated field, or just CIS 40A as stated on the Matrix G	Y
	Stage 8: AVP - Instruction	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD018B

Changed	Field	Current Version
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000359074

Articulation

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

De Anza College

Change Report

06/03/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information

Section	Changed field
Summary of Revisions	Specifications
Summary of Revisions	Outline
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Clare Nguyen • Pape, Mary
	Course ID (CB01A and CB01B)	CISD018C	CISD018C
	Course Control Number	CCC000525399	CCC000525399
	Course Title (CB02)	Bash Scripting	Bash Scripting
	Short Course Title	BASH SCRIPTING	BASH SCRIPTING
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Programming in bash shell, Korn shell, Bourne shell, tc shell and C shell.	~~Programming in~~ This course covers the usage of bash ~~shell, Korn shell, Bourne shell, tc shell~~ as programming language. Students write bash scripts that include basic and ~~C shell.~~ advanced Unix/Linux utilities, bash syntax, constructs, and signal handling.
❗	**Course Type (CB27)**	No value	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Computer Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - CIS

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course belongs on the Unix/Linux Operating System Certificate. It is CSU and UC transferable. This course teaches shell programming with different shells on the Unix/Linux system. It is the third course in a three-course sequence preparing students for using the Unix/Linux platform for mobile and cloud computing, network servers and database.	This CTE course ~~belongs on the Unix/Linux Operating System Certificate. It~~ is CSU and UC transferable. ~~This course teaches shell programming with different shells on the Unix/Linux system.~~ It is part of the ~~third~~ Unix/Linux Operating System Certificate. This course ~~in~~ teaches concepts needed to use bash as a ~~three-course sequence preparing students for using the Unix/Linux platform for mobile and cloud computing, network servers and database.~~ programming language.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Stand-Alone Statement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: UNIX/LINUX Operating System **Award Type**: Certificate of Achievement (COA)	**Associated Program**: UNIX/LINUX Operating System **Award Type**: Certificate of Achievement (COA)
		Associated Program: Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type**: Associate in Arts (A.A.) Degree
		Associated Program: Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type**: Associate in Arts (A.A.) Degree
		Associated Program: Liberal Arts (Science, Math and Engineering Emphasis) **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Liberal Arts (Science, Math and Engineering Emphasis) **Award Type**: Associate in Arts (A.A.) Degree
		Associated Program: Liberal Arts (Science, Math and Engineering Emphasis) **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Liberal Arts (Science, Math and Engineering Emphasis) **Award Type**: Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning in small group exercises Homework and examination review performed in class Laboratory discussion sessions Laboratory experience which involve students in shell programs Homework and extended projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning in small group exercises Homework and examination review performed in class Laboratory discussion sessions Laboratory experience which involve students writing bash scripts Homework and extended projects
!	**Assignments**	1. Reading in textbook and lecture notes 2. 6-10 homework assignments to be done on the Unix/Linux system, covering the Lab Topics specified in X. below, half completed in the computer lab, half completed as homework.	1. Reading in textbook and lecture notes 2. 6-10 homework assignments to be done on the Unix/Linux system, covering the topics specified in Lab Outline section.

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

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. Successful completion of homework assignments, which are evaluated for completeness and correctness 2. In-class problems, group collaborative problems, exam questions and/or online assignments used to demonstrate the ability to write efficient shell scripts and to read and debug shell scripts 3. At least one midterm exam requiring shell script writing and reading shell script code. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities and shell scripting constructs. 4. A comprehensive final examination requiring shell script writing	**Methods of Evaluation** 1. Successful completion of homework assignments, which are evaluated for completeness and correctness 2. In-class problems, group collaborative problems, exam questions and/or assignments used to demonstrate the ability to write efficient bash scripts to solve a problem and to read and debug bash scripts. 3. At least one midterm exam requiring bash script writing and reading bash script code. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities and bash scripting constructs. 4. A comprehensive final examination

Changed	Field	Current Version	Proposed Version
		and reading shell script code. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities and shell scripting constructs.	requiring bash script writing and bash script code. The exam is to be evaluated for correctness and efficient use of Unix/Linux utilities and bash scripting constructs.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Access to a computer running the UNIX/LINUX operating system	**Essential Student Materials:** • None **Essential College Facilities:** • Access to a computer running the UNIX/LINUX operating system

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Sobell, Mark; A Practical Guide to Linux Commands, Editors, and Shell Programming; 4th Edition; Prentice-Hall, 2018; ISBN-13: 978-0-13-477531-9 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Linux Command Line and Shell Scripting Bible **Author** Blum, Richard and Bresnahan, Christine **Publisher** Wiley **Date/Edition** January 2021 **ISBN** 9781119700913 **Title** A Practical Guide to Linux Commands, Editors, and Shell Programming **Author** Sobell, Mark and Helmke, Matthew **Publisher** Pearson **Date/Edition** November 2017 **ISBN** 9780134774626
!	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Use interactive bash shell features • Create and debug bash shell scripts • Use interactive Korn shell features • Create and debug Korn shell scripts • Use interactive tc shell and C shell features • Create and debug tc shell and C shell scripts • Use interactive Bourne shell features • Create and debug Bourne shell scripts • Recognize and list the difference between the new shells (bash, tc) and traditional shells (Bourne, Korn, and C)	• Use interactive bash shell features • Apply bash scripting concepts • Use variables and expressions to work with data • Apply selection and looping statements • Use shell variables and command line variables • Use arrays and strings to store data • Define functions to support modular programming • Handle signals from processes
!	**CSLOs**	**CSLOs** Create programs in the Bourne Again, Bourne, Korn, and C shells, that interact with the Unix/Linux operating system. **Expected SLO Performance** 0.0	**CSLOs** Create bash scripts that interact with the Unix/Linux operating system. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Use interactive bash shell features 1. Variables and values 2. Output (echo command) 3. Input (read command) 4. Variable evaluation and substitution 5. Exit status of a command 6. Expressions (mathematical, relational, file-test, and logical) 7. Test command 8. Decision: two way and multi-way 9. Loops (event and list controlled) 10. Other control structures 11. Functions 12. Loop redirection 13. Processes 14. Signals and handling signals (traps) 15. Environment variables 16. Customizing shell 2. Create and debug bash shell scripts 1. Script concept 2. Arguments and parameters 3. Special parameters 4. Changing parameters 5. Scripting techniques 6. User interaction 7. Script examples and application 3. Use interactive Korn shell features 1. Comparing Korn shell to bash shell 2. Features of the Korn shell 3. Shell customization 4. Aliases 5. History 4. Create and debug Korn shell scripts 1. Rewriting bash shell script in Korn shell	1. Use interactive bash features 1. File and system utilities 2. Variables and values 3. Input / output, user interaction 4. Redirection 5. User defined and system variables 2. Apply bash scripting concepts 1. The shell as interpreter 2. Types of shells 3. Creating a shell script 4. Running a shell script 5. Good practices in shell scripting 6. Script application 3. Use variables and expressions to work with data 1. Variable evaluation and substitution 2. Environment variables 3. Arithmetic expressions 4. Relational expressions 5. Logical expressions 6. File tests 4. Apply selection and looping statements 1. Decision: two way and multi-way 2. Loops: event and list controlled 3. Other control structures 5. Use shell variables and command line variables 1. Command line arguments 2. Manipulating command line parameters 3. Shell variables 4. Aliases 6. Use arrays and strings to store data 1. Using arrays to store data 2. Accessing and modifying arrays 3. Manipulating text strings

Changed	Field	Current Version	Proposed Version
		2. New features in Korn shell 3. Examples and applications 5. Use interactive tc shell and C shell features 1. Variables and values 2. Output 3. Input 4. Variable evaluation and substitution 5. Exit status of a command 6. Expressions (mathematical, relational, file-test, and logical) 7. Test command 8. Decision: two way and multi-way 9. Loops (event and list controlled) 10. Other control structures 11. Functions 12. Loop redirection 13. Signals and handling signals (traps) 14. Environment variables 15. Customizing shell 6. Create and debug tc shell and C shell scripts 1. Script concept 2. Arguments and parameters 3. Special parameters 4. Changing parameters 5. Scripting Techniques 6. User interaction 7. Script examples and applications 7. Use interactive Bourne shell features 1. Comparing bash shell to Korn shell 2. Shell customization 3. Aliases 4. History 8. Create and debug Bourne shell scripts 1. Examples	7. Define functions to support modular programming 1. Functions in a script 2. Defining a function 3. Input arguments 4. Return value 5. Exit status of a command 6. Function applications 7. Creating a library 8. Handle signals from processes 1. Processes on the Linux system 2. Process ID 3. Signals and interrupts 4. Types of signals 5. Signal handling

Changed	Field	Current Version	Proposed Version
		2. Applications 9. Recognize and list the difference between the new shells (bash, tc) and traditional shells (Bourne, Korn, and C) 1. Comparing bash, Korn, and Bourne shells 2. Comparing tcsh and C shells	
	Lab Component in this Course	Yes	Yes
❗	**Lab Outline**	1. Write, test, and debug bash shell scripts using variables, functions, and programming constructs 2. Write, test, and debug bash shell scripts with command line arguments, strings, and arrays 3. Write, test, and debug bash shell scripts that handle signals and interrupts 4. Write, test, and debug Korn shell scripts that include functions, arrays, strings, command line arguments, and signal handling 5. Write, test, and debug Bourne shell scripts that include functions, arrays, strings, command line arguments, and signal handling 6. Write, test, and debug tc shell scripts that include functions, arrays, strings, command line arguments, and signal handling 7. Write, test, and debug C shell scripts that include functions, arrays, strings, command line arguments, and signal handling	1. Write and debug bash scripts using Unix/Linux utilities, variables, and expressions 2. Write and debug bash scripts using loops, selection statements 3. Write and debug bash shell scripts with command line arguments 4. Write and debug bash scripts using strings and arrays 5. Write and debug bash scripts using functions 6. Write and debug bash scripts with signal handling

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	CIS D018B	CIS D018B
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2CB	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2019	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 018C	CIS 018C
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	CIS	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
!	**DL Approval Date (MM/DD/YYYY)**	02/06/2018	No Value
!	**Hybrid Approval Date (MM/DD/YYYY)**	02/06/2018	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Four hours lecture, one and one-half hours laboratory (66 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value
!	**Organization Code**	233003	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	070100	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	• Course title change only appr. 1/22/19 (effect. F19)-mkct	• Course title change only appr. 1/22/19 (effect. F19)-mkct
!	**Print/No Print to Catalog**	Yes	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	**Basic Course Information**	No Value	Description update
	Units and Hours	No Value	No Value
!	**Specifications**	No Value	Updated textbooks and references to reflect current publications
!	**Outline**	No Value	Deleted course objective(s) Updated course objective(s) Updated content within course objective(s) Deleted lab topic(s)
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD018C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000525399

Articulation

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

De Anza College

Change Report

06/03/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	Course General Education Status (CB25)
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department

Section	Changed field
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Course Justification	Course Justification

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

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Delia Garbacea
	Course ID (CB01A and CB01B)	CISD026B	CISD026B
	Course Control Number	CCC000290841	CCC000290841
	Course Title (CB02)	Advanced C Programming	Advanced C Programming
	Short Course Title	ADV C PROGRAMMING	ADV C PROGRAMMING
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2025
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Applications of advanced features of C and the C-library functions including: binary and random-access input/output, dynamic data structures, bit manipulation, string parsing and string-to-numeric conversion, event and error processing, function pointers, recursion, and variable-length argument list functions.	Applications of advanced features of C and the C-library functions including: binary and random-access input/output, dynamic data structures, bit manipulation, string parsing and string-to-numeric conversion, event and error processing, function pointers, recursion, and variable-length argument list functions.
❗	**Course Type (CB27)**	No value	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Computer Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - COMPUTER SCIENCE

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is intended for intermediate-level C/C++ programmers who want to take their skills to the next level. The course builds on students' existing background in C/C++ to complete their knowledge of ANSI C libraries, and the conceptual and syntactic structures needed to master dynamic data structures, string parsing and numeric conversion, memory management, bit-level manipulation, interactions with operating systems, and other advanced techniques. It is CSU and UC transferable and belongs on the Network Programming AA degree.	This CTE course is CSU and UC transferable and belongs on the Network Programming AA degree. The course is intended for intermediate-level ~~C/C++~~ programmers who want to take their skills to the next level. The course builds on students' existing programming background ~~in C/C++~~ to complete their knowledge of ANSI C libraries, and the conceptual and syntactic structures needed to master dynamic data structures, string parsing and numeric conversion, memory management, bit-level manipulation, interactions with operating systems, and other advanced ~~techniques. It is CSU and UC transferable and belongs on the Network Programming AA degree.~~ techniques.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐

Changed	Field	Current Version	Proposed Version
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Programming in C/C++ **Award Type** Certificate of Achievement (COA)	**Associated Program** Programming in C/C++ **Award Type** Certificate of Achievement (COA)
		Associated Program Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Network Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Systems Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Systems Programming **Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Systems Programming (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Network Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming	**Associated Program** Systems Programming

Changed	Field	Current Version	Proposed Version
		Award Type Certificate of Achievement-Advanced (COA-A)	**Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Systems Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Systems Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Systems Programming (In Development) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
!	**Course General Education Status (CB25)**	B	~~B~~ Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** De Anza GE **Area(s)** • 2G4M - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2G4M - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Laboratory discussion sessions	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving Quiz and examination review Homework and extended projects Guest speakers Collaborative learning and small group exercises Laboratory discussion sessions
!	**Assignments**	1. Reading from texts and handouts. 2. Programs: Five to eight programming assignments covering the Lab Topics specified in X. below, with a special emphasis on dynamic data structures, files, and advanced string handling (half completed in the computer lab, half completed as homework)	1. Reading from texts and handouts. 2. Programs: Five to eight programming assignments covering the Lab Topics specified in X. below, with a special emphasis on dynamic data structures, files, and advanced string handling.

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

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Guided short debugging programming assignments with output verifying program correctness. 2. Successful completion of programming assignments where data structure algorithms are applied with output verifying program correctness; use of structured design principles, documentation, programming style, efficiency, and testing methods. 3. A minimum of one, one-hour midterm which includes at least one problem requiring the writing of C functions involving advanced programming constructs. Code is evaluated on correctness. 4. A comprehensive final exam	**Methods of Evaluation** 1. Guided short debugging programming assignments with output verifying program correctness. 2. Successful completion of programming assignments where data structure algorithms are applied with output verifying program correctness; use of structured design principles, documentation, programming style, efficiency, and testing methods. 3. A minimum of one, one-hour midterm which includes at least one problem requiring the writing of C functions involving advanced programming constructs. Code is evaluated on correctness. 4. A comprehensive final exam

Changed	Field	Current Version	Proposed Version
		which includes at least two problems requiring the writing of C functions involving advanced programming constructs. Code is evaluated on correctness.	which includes at least two problems requiring the writing of C functions involving advanced programming constructs. Code is evaluated on correctness.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Access to a computer with a C compiler	**Essential Student Materials:** • None **Essential College Facilities:** • Access to a computer with a C compiler

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Klemens, Ben. "21st Century C: C Tips from the New School" O'Reilly Media; 2nd Edition, 2014. ISBN-13: 978-1491903896 ISBN-10: 1491903899 **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Perry, John. "Advanced C Programming by Example" Belmont, CA: PWS Publishing, 1998. ISBN-10: 0534951406 ISBN-13: 978-0534951405 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** 21st Century C: C Tips from the New School **Author** Klemens, Ben **Publisher** O'Reilly Media **Date/Edition** 2014 / Second Edition **ISBN** ISBN-13: 978-1491903896 ISBN-10: 1491903899 **Title** Advanced C Programming by Example **Author** Perry, John **Publisher** PWS Publishing **Date/Edition** 1998 / First Edition **ISBN** ISBN-13: 978-0534951405 ISBN-10: 0534951406 **Title** Fluent C Principles, Practices, and Patterns **Author** Preschern, Christopher **Publisher** O'Reilly Media **Date/Edition** 2022 / First Edition **ISBN** ISBN-13: 978-1492097334 ISBN-10: 1492097330

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Harbison, Samuel and Guy L. Steele, Jr. "C: A Reference Manual," 5th Edition. Englewood Cliffs, NJ: Prentice Hall Software Series, 2002 **May include, but are not limited to**: No value **Reading List**: Griffiths, David & Griffiths, Dawn. "Head First C" O'Reilly Media; 2012, Print ISBN: 978-1-4493-9991-7, ISBN 10: 1-4493-9991-6, Ebook ISBN: 978-1-4493-9990-0, ISBN 10: 1-4493-9990-8 **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Create programs which demonstrate mastery of common pointer manipulation. • Create programs which demonstrate knowledge of memory management functions and their use in the creation of linear dynamic data structures. • Create programs which use bitwise operators. • Create programs which use advanced string functions. • Create programs which employ advanced file input/output functions. • Create programs which use recursion -- especially the algorithms involving non-linear dynamic data structures such as binary trees and binary search trees. • Demonstrate usages of multi-dimensional arrays and the internal addressing formulae used by such data structures. • Use the ANSI C time functions to datestamp events and perform program benchmarking. • Demonstrate knowledge of advanced subprogram (function) features. • Write code which interacts with the Operating System environment outside of a program for event, error, and exception handling. • Demonstrate knowledge of sorting and searching within ordinary arrays using appropriate ANSI C functions.	• Create programs which demonstrate mastery of common pointer manipulation. • Create programs which demonstrate knowledge of memory management functions and their use in the creation of linear dynamic data structures. • Create programs which use bitwise operators. • Create programs which use advanced string functions. • Create programs which employ advanced file input/output functions. • Create programs which use recursion -- especially the algorithms involving non-linear dynamic data structures such as binary trees and binary search trees. • Demonstrate usages of multi-dimensional arrays and the internal addressing formulae used by such data structures. • Use the ANSI C time functions to datestamp events and perform program benchmarking. • Demonstrate knowledge of advanced subprogram (function) features. • Write code which interacts with the Operating System environment outside of a program for event, error, and exception handling. • Demonstrate knowledge of sorting and searching within ordinary arrays using appropriate ANSI C functions.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Read, analyze and explain advanced C programs. **Expected SLO Performance** 0.0	**CSLOs** Read, analyze and explain advanced C programs. **Expected SLO Performance** 0.0
		CSLOs Design solutions for advanced problems using appropriate design methodology incorporating advanced programming constructs. **Expected SLO Performance** 0.0	**CSLOs** Design solutions, create algorithms, code in C, document, debug, and test advanced C programs using appropriate design methodology incorporating advanced C programming constructs **Expected SLO Performance** 0.0
		CSLOs Create algorithms, code, document, debug, and test advanced level C programs using multiple source and header files. **Expected SLO Performance** 0.0	**CSLOs** Create algorithms, code, document, debug, and test advanced level C programs using multiple source and header files. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Create programs which demonstrate mastery of common pointer manipulation.
		    1. Traversing arrays
		    2. Array indexing versus pointer arithmetic
		    3. Common pointer arithmetic
		2. Create programs which demonstrate knowledge of memory management functions and their use in the creation of linear dynamic data structures.
		    1. Dynamic data structures versus static data structures
		    2. Stacks
		    3. Queues
		    4. Lists
		    5. Arrays of lists: Hashing to memory
		    6. Lists of lists
		    7. The malloc, calloc, realloc, and free functions
		    8. Programmer-controlled memory management
		3. Create programs which use bitwise operators.
		    1. Bitwise AND, OR, XOR, and NOT
		    2. Bit shifting
		    3. Bit masking
		    4. Bit testing
		    5. Bit rotation
		    6. Use of XOR in encryption
		    7. Bit printing
		4. Create programs which use advanced string functions.
		    1. String parsing: the strtok and strpbrk functions
		    2. String searching: the strchr, strrchr, and strstr functions
		    3. String-to-numeric conversion: the strtol and strtod functions
		    4. Arrays of strings
			1. Create programs which demonstrate mastery of common pointer manipulation.
			    1. Traversing arrays
			    2. Array indexing versus pointer arithmetic
			    3. Common pointer arithmetic
			2. Create programs which demonstrate knowledge of memory management functions and their use in the creation of linear dynamic data structures.
			    1. Dynamic data structures versus static data structures
			    2. Stacks
			    3. Queues
			    4. Lists
			    5. Arrays of lists: Hashing to memory
			    6. Lists of lists
			    7. The malloc, calloc, realloc, and free functions
			    8. Programmer-controlled memory management
			3. Create programs which use bitwise operators.
			    1. Bitwise AND, OR, XOR, and NOT
			    2. Bit shifting
			    3. Bit masking
			    4. Bit testing
			    5. Bit rotation
			    6. Use of XOR in encryption
			    7. Bit printing
			4. Create programs which use advanced string functions.
			    1. String parsing: the strtok and strpbrk functions
			    2. String searching: the strchr, strrchr, and strstr functions
			    3. String-to-numeric conversion: the strtol and strtod functions
			    4. Arrays of strings

Changed	Field	Current Version	Proposed Version
		5. Using pointer expressions as string function arguments 6. Spanning strings: the strspn and strcspn functions 5. Create programs which employ advanced file input/output functions. 1. Review fopen for text files 2. Fopen modes for binary files 3. Fopen modes for random access files 4. Random file access: the fseek and ftell functions 5. Rewinding files: the rewind function 6. Hashing to disk 7. Use of index arrays to hash to files with variable recordlengths 8. Binary versus text input/output 9. Advanced features of printf and scanf: variable formatting, justification of output, non-decimal numeric output, string output, scan sets, and assignment suppression 6. Create programs which use recursion -- especially the algorithms involving non-linear dynamic data structures such as binary trees and binary search trees. 1. The recursive and stopping cases of a recursive function 2. Costs, liabilities, and advantages of recursion 3. Standard recursive algorithms 4. The binary tree data structure	5. Using pointer expressions as string function arguments 6. Spanning strings: the strspn and strcspn functions 5. Create programs which employ advanced file input/output functions. 1. Review fopen for text files 2. Fopen modes for binary files 3. Fopen modes for random access files 4. Random file access: the fseek and ftell functions 5. Rewinding files: the rewind function 6. Hashing to disk 7. Use of index arrays to hash to files with variable recordlengths 8. Binary versus text input/output 9. Advanced features of printf and scanf: variable formatting, justification of output, non-decimal numeric output, string output, scan sets, and assignment suppression 6. Create programs which use recursion -- especially the algorithms involving non-linear dynamic data structures such as binary trees and binary search trees. 1. The recursive and stopping cases of a recursive function 2. Costs, liabilities, and advantages of recursion 3. Standard recursive algorithms 4. The binary tree data structure

Changed	Field	Current Version	Proposed Version
		7. Demonstrate usages of multi-dimensional arrays and the internal addressing formulae used by such data structures. 1. Declaration and initialization of arrays of dimension two or higher 2. Traversing rows and columns of matrices 3. C memory model for arrays of dimension two or higher 4. Using memcpy, memset, and memcmp to copy, initialize, or compare arrays 5. Implementing ragged arrays via arrays of pointers 6. Traversing arrays of pointers 7. Address arithmetic in arrays of dimension two or higher 8. Use of malloc/realloc to create dynamic arrays 8. Use the ANSI C time functions to datestamp events and perform program benchmarking. 1. The time function 2. The localtime function 3. The gmtime function 4. The asctime function 5. The ctime function 6. The difftime function 7. The strftime function 8. Use of time functions to benchmark real time program performance 9. Demonstrate knowledge of advanced subprogram (function) features. 1. Review functions using pass by value and pass by reference. 2. Pointers to functions	7. Demonstrate usages of multi-dimensional arrays and the internal addressing formulae used by such data structures. 1. Declaration and initialization of arrays of dimension two or higher 2. Traversing rows and columns of matrices 3. C memory model for arrays of dimension two or higher 4. Using memcpy, memset, and memcmp to copy, initialize, or compare arrays 5. Implementing ragged arrays via arrays of pointers 6. Traversing arrays of pointers 7. Address arithmetic in arrays of dimension two or higher 8. Use of malloc/realloc to create dynamic arrays 8. Use the ANSI C time functions to datestamp events and perform program benchmarking. 1. The time function 2. The localtime function 3. The gmtime function 4. The asctime function 5. The ctime function 6. The difftime function 7. The strftime function 8. Use of time functions to benchmark real time program performance 9. Demonstrate knowledge of advanced subprogram (function) features. 1. Review functions using pass by value and pass by reference. 2. Pointers to functions

Changed	Field	Current Version	Proposed Version
		3. Functions with variable-length argument lists 4. Relationship of formal and actual parameters in array manipulation 5. Static local variables 6. Passing pointers whose values are to be changed 7. Signals and signal-handling functions 10. Write code which interacts with the Operating System environment outside of a program for event, error, and exception handling. 1. The signal function 2. The alarm and sleep functions 3. Signal handling functions 4. User-generated interrupts 5. The assert function 6. Leaving signal handlers: the setjmp and longjmp functions 7. Problems with ANSI signal handling 8. Leaving a program: the atexit, exit, and abort functions 11. Demonstrate knowledge of sorting and searching within ordinary arrays using appropriate ANSI C functions. 1. The qsort function 2. The bsearch function	3. Functions with variable-length argument lists 4. Relationship of formal and actual parameters in array manipulation 5. Static local variables 6. Passing pointers whose values are to be changed 7. Signals and signal-handling functions 10. Write code which interacts with the Operating System environment outside of a program for event, error, and exception handling. 1. The signal function 2. The alarm and sleep functions 3. Signal handling functions 4. User-generated interrupts 5. The assert function 6. Leaving signal handlers: the setjmp and longjmp functions 7. Problems with ANSI signal handling 8. Leaving a program: the atexit, exit, and abort functions 11. Demonstrate knowledge of sorting and searching within ordinary arrays using appropriate ANSI C functions. 1. The qsort function 2. The bsearch function
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Design algorithms, code solution, debug program employing common pointer manipulation. 2. Design algorithms, code solution, debug program employing linear dynamic data structures. 3. Design algorithms, code solution, debug program employing bit masking, setting, and testing. 4. Design algorithms, code solution, debug program employing advanced string functions for parsing and analyzing strings and for converting strings to numbers. 5. Design algorithms, code solution, debug program employing advanced file input/output functions involving random access, hashing to disk, and advanced formatting. 6. Design recursive algorithms, code solution, debug program for non-linear dynamic data structures such as binary trees. 7. Design algorithms, code solution, debug program employing multi-dimensional arrays. 8. Use ANSI C time functions to datestamp events and perform program benchmarking. 9. Design algorithms, code solution, debug program employing advanced subprogram (function) features such as function pointers, variable length argument lists, static variables, and system-invoked functions such as signal handlers. 10. Write and debug code that interacts with the Operating System environment.	1. Design algorithms, code solution, debug program employing common pointer manipulation. 2. Design algorithms, code solution, debug program employing linear dynamic data structures. 3. Design algorithms, code solution, debug program employing bit masking, setting, and testing. 4. Design algorithms, code solution, debug program employing advanced string functions for parsing and analyzing strings and for converting strings to numbers. 5. Design algorithms, code solution, debug program employing advanced file input/output functions involving random access, hashing to disk, and advanced formatting. 6. Design recursive algorithms, code solution, debug program for non-linear dynamic data structures such as binary trees. 7. Design algorithms, code solution, debug program employing multi-dimensional arrays. 8. Use ANSI C time functions to datestamp events and perform program benchmarking. 9. Design algorithms, code solution, debug program employing advanced subprogram (function) features such as function pointers, variable length argument lists, static variables, and system-invoked functions such as signal handlers. 10. Write and debug code that interacts with the Operating System environment.

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2CB	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2019	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 026B	CIS 026B
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	CIS	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	**CTE Status**	Yes	No Value
!	**DL Approval Date (MM/DD/YYYY)**	05/15/2018	No Value
!	**Hybrid Approval Date (MM/DD/YYYY)**	05/15/2018	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Four hours lecture, one and one-half hours laboratory (66 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	070100	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Hybrid delivery appr. 2/6/18; DL appr. 5/15/18.-mkct • Tech. change only due to HP course addition appr. 6/19/18 (effect. F19).-mkct	• Hybrid delivery appr. 2/6/18; DL appr. 5/15/18.-mkct • Tech. change only due to HP course addition appr. 6/19/18 (effect. F19).-mkct
❗	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	CIS D022B, CIS D22BH or CIS D026A	CIS D022B, CIS D22BH or CIS D026A
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	**Basic Course Information**	No Value	Course justification update
	Units and Hours	No Value	No Value
!	**Specifications**	No Value	Updated methods of instruction to reflect how course content is taught Updated textbooks and references to reflect current publications

Changed	Questions	Current Version	Proposed Version
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD026B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000290841

Articulation

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

De Anza College

Change Report

06/03/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
Comments	Stage 3: Division Curriculum Representative

Section	Changed field
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• eLumenData, eLumenData	• Delia Garbacea
	Course ID (CB01A and CB01B)	CISD26BH	CISD26BH
	Course Control Number	CCC000603944	CCC000603944
	Course Title (CB02)	Advanced C Programming - HONORS	Advanced C Programming - HONORS
	Short Course Title	ADVANCED C PROGRAMMING-HONORS	ADVANCED C PROGRAMMING-HONORS
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
!	**Effective Term**	Fall 2021	Fall ~~2021~~ 2025
	SAM Priority Code (CB09)	Advanced Occupational	Advanced Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	Applications of advanced features of C and the C-library functions including: binary and random-access input/output, dynamic data structures, bit manipulation, string parsing and string-to-numeric conversion, event and error processing, function pointers, recursion, and variable-length argument list functions. As an honors course the students will be expected to complete extra assignments to gain deeper insight in design and implementation of advanced C programs.	Applications of advanced features of C and the C-library functions including: binary and random-access input/output, dynamic data structures, bit manipulation, string parsing and string-to-numeric conversion, event and error processing, function pointers, recursion, and variable-length argument list functions. As an honors course the students will be expected to complete extra assignments to gain deeper insight in design and implementation of advanced C programs.
❗	**Course Type (CB27)**	No value	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Computer Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - COMPUTER SCIENCE

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is intended for intermediate-level C/C++ programmers who want to take their skills to the next level. The course builds on students' existing background in C/C++ to complete their knowledge of ANSI C libraries, and the conceptual and syntactic structures needed to master dynamic data structures, string parsing and numeric conversion, memory management, bit-level manipulation, interactions with operating systems, and other advanced techniques. This class is the honors version of CIS D026B and as a result includes more advanced assignments and assessments. It is CSU and UC transferable.	This CTE course is CSU and UC transferable and belongs on the Network Programming AA degree. The course is intended for intermediate-level ~~C/C++~~ programmers who want to take their skills to the next level. The course builds on students' existing programming background ~~in C/C++~~ to complete their knowledge of ANSI C libraries, and the conceptual and syntactic structures needed to master dynamic data structures, string parsing and numeric conversion, memory management, bit-level manipulation, interactions with operating systems, and other advanced ~~techniques. This class is the honors version of CIS D026B and as a result includes more advanced assignments and assessments. It is CSU and UC transferable.~~ techniques.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Stand-Alone Statement

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

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program**: Programming in C/C++ **Award Type**: Certificate of Achievement (COA)	**Associated Program**: Programming in C/C++ **Award Type**: Certificate of Achievement (COA)
		Associated Program: Network Programming **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Network Programming **Award Type**: Certificate of Achievement-Advanced (COA-A)
		Associated Program: Network Programming **Award Type**: Certificate of Achievement-Advanced (COA-A)	**Associated Program**: Network Programming **Award Type**: Certificate of Achievement-Advanced (COA-A)
		Associated Program: Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type**: Associate in Arts (A.A.) Degree
		Associated Program: Systems Programming **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Systems Programming **Award Type**: Associate in Arts (A.A.) Degree
		Associated Program: Systems Programming **Award Type**: Associate in Arts (A.A.) Degree	**Associated Program**: Systems Programming **Award Type**: Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Systems Programming (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Network Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Network Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Network Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Systems Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Systems Programming	**Associated Program** Systems Programming

Changed	Field	Current Version	Proposed Version
		Award Type Certificate of Achievement-Advanced (COA-A)	**Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Systems Programming (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Systems Programming (In Development) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	B	B
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** De Anza GE **Area(s)** • 2G4M - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2G4M - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐

Changed	Field	Current Version	Proposed Version
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Guest speakers Collaborative learning and small group exercises Laboratory discussion sessions	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving Quiz and examination review Homework and extended projects Guest speakers Collaborative learning and small group exercises Laboratory discussion sessions

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading from texts and handouts. 2. Programs: Five to eight programming assignments covering the Lab Topics specified in X. below, with a special emphasis on dynamic data structures, files, and advanced string handling (half completed in the computer lab, half completed as homework) 3. Students will complete an additional programming project. Such activity will require higher level of critical thinking and independent research using text and online information. Note: The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, and will include higher expectations for achievement in this more advanced work.	1. Reading from texts and handouts. 2. Programs: Five to eight programming assignments covering the Lab Topics specified in X. below, with a special emphasis on dynamic data structures, files, and advanced string handling. 3. Students will complete an additional programming project. Such activity will require higher level of critical thinking and independent research using text and online information. Note: The honors project will require 10 or more hours of work beyond the regular (non-honors) course requirements, and will include higher expectations for achievement in this more advanced work.

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

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Guided short debugging programming assignments with output verifying program correctness. 2. Successful completion of programming assignments where data structure algorithms are applied with output verifying program correctness; use of structured design principles, documentation, programming style, efficiency, and testing methods. 3. A minimum of one, one-hour midterm which includes at least one problem requiring the writing of C functions involving advanced programming constructs. Code is evaluated on correctness. 4. A comprehensive final exam which includes	**Methods of Evaluation** 1. Guided short debugging programming assignments with output verifying program correctness. 2. Successful completion of programming assignments where data structure algorithms are applied with output verifying program correctness; use of structured design principles, documentation, programming style, efficiency, and testing methods. 3. A minimum of one, one-hour midterm which includes at least one problem requiring the writing of C functions involving advanced programming constructs. Code is evaluated on correctness. 4. A comprehensive final exam which includes

Changed	Field	Current Version	Proposed Version
		at least two problems requiring the writing of C functions involving advanced programming constructs. Code is evaluated on correctness. 5. The honors assignment would be evaluated for the level of conceptual understanding of the advanced material, depth of analysis, and critical thinking skills. Code is evaluated on correctness.	at least two problems requiring the writing of C functions involving advanced programming constructs. Code is evaluated on correctness. 5. The honors assignment would be evaluated for the level of conceptual understanding of the advanced material, depth of analysis, and critical thinking skills. Code is evaluated on correctness.
	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Access to a computer with a C compiler	**Essential Student Materials:** • None **Essential College Facilities:** • Access to a computer with a C compiler

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Klemens, Ben. "21st Century C: C Tips from the New School" O'Reilly Media; 2nd Edition, 2014. ISBN-13: 978-1491903896 ISBN-10: 1491903899 **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Perry, John. "Advanced C Programming by Example" Belmont, CA: PWS Publishing, 1998. ISBN-10: 0534951406 ISBN-13: 978-0534951405 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** 21st Century C: C Tips from the New School **Author** Klemens, Ben **Publisher** O'Reilly Media **Date/Edition** 2014 / Second Edition **ISBN** ISBN-13: 978-1491903896 ISBN-10: 1491903899 **Title** Advanced C Programming by Example **Author** Perry, John **Publisher** PWS Publishing **Date/Edition** 1998 / First Edition **ISBN** ISBN-13: 978-0534951405 ISBN-10: 0534951406 **Title** Fluent C Principles, Practices, and Patterns **Author** Preschern, Christopher **Publisher** O'Reilly Media **Date/Edition** 2022 / First Edition **ISBN** ISBN-13: 978-1492097334 ISBN-10: 1492097330

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Harbison, Samuel and Guy L. Steele, Jr. "C: A Reference Manual," 5th Edition. Englewood Cliffs, NJ: Prentice Hall Software Series, 2002 **May include, but are not limited to**: No value **Reading List**: Griffiths, David & Griffiths, Dawn. "Head First C" O'Reilly Media; 2012, Print ISBN: 978-1-4493-9991-7, ISBN 10: 1-4493-9991-6, Ebook ISBN: 978-1-4493-9990-0, ISBN 10: 1-4493-9990-8 **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
!	**Course Objectives**	• Create programs which demonstrate mastery of common pointer manipulation. • Create programs which demonstrate knowledge of memory management functions and their use in the creation of linear dynamic data structures. • Create programs which use bitwise operators. • Create programs which use advanced string functions. • Create programs which employ advanced file input/output functions. • Create programs which use recursion -- especially the algorithms involving non-linear dynamic data structures such as binary trees and binary search trees. • Demonstrate usages of multi-dimensional arrays and the internal addressing formulae used by such data structures. • Use the ANSI C time functions to datestamp events and perform program benchmarking. • Demonstrate knowledge of advanced subprogram (function) features. • Write code which interacts with the Operating System environment outside of a program for event, error, and exception handling. • Demonstrate knowledge of sorting and searching within ordinary arrays using appropriate ANSI C functions.	• Create programs which demonstrate mastery of common pointer manipulation. • Create programs which demonstrate knowledge of memory management functions and their use in the creation of linear dynamic data structures. • Create programs which use bitwise operators. • Create programs which use advanced string functions. • Create programs which employ advanced file input/output functions. • Create programs which use recursion -- especially the algorithms involving non-linear dynamic data structures such as binary trees and binary search trees. • Demonstrate usages of multi-dimensional arrays and the internal addressing formulae used by such data structures. • Use the ANSI C time functions to datestamp events and perform program benchmarking. • Demonstrate knowledge of advanced subprogram (function) features. • Write code which interacts with the Operating System environment outside of a program for event, error, and exception handling. • Demonstrate knowledge of sorting and searching within ordinary arrays using appropriate ANSI C functions. • Demonstrate a deeper understanding of the material through completion of an honors assignment.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Read, analyze and explain advanced C programs. **Expected SLO Performance** 0.0	**CSLOs** Read, analyze and explain advanced C programs. **Expected SLO Performance** 0.0
		CSLOs Design solutions for advanced problems using appropriate design methodology incorporating advanced programming constructs. **Expected SLO Performance** 0.0	**CSLOs** Design solutions, create algorithms, code in C, document, debug, and test advanced C programs using appropriate design methodology incorporating advanced C programming constructs. **Expected SLO Performance** 0.0
		CSLOs Create algorithms, code, document, debug, and test advanced level C programs using multiple source and header files. **Expected SLO Performance** 0.0	**CSLOs** Create algorithms, code, document, debug, and test advanced level C programs using multiple source and header files. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Create programs which demonstrate mastery of common pointer manipulation.
		    1. Traversing arrays
		    2. Array indexing versus pointer arithmetic
		    3. Common pointer arithmetic
		2. Create programs which demonstrate knowledge of memory management functions and their use in the creation of linear dynamic data structures.
		    1. Dynamic data structures versus static data structures
		    2. Stacks
		    3. Queues
		    4. Lists
		    5. Arrays of lists: Hashing to memory
		    6. Lists of lists
		    7. The malloc, calloc, realloc, and free functions
		    8. Programmer-controlled memory management
		3. Create programs which use bitwise operators.
		    1. Bitwise AND, OR, XOR, and NOT
		    2. Bit shifting
		    3. Bit masking
		    4. Bit testing
		    5. Bit rotation
		    6. Use of XOR in encryption
		    7. Bit printing
		4. Create programs which use advanced string functions.
		    1. String parsing: the strtok and strpbrk functions
		    2. String searching: the strchr, strrchr, and strstr functions
		    3. String-to-numeric conversion: the strtol and strtod functions
		    4. Arrays of strings
		    5. Using pointer expressions as string function arguments
			1. Create programs which demonstrate mastery of common pointer manipulation.
			    1. Traversing arrays
			    2. Array indexing versus pointer arithmetic
			    3. Common pointer arithmetic
			2. Create programs which demonstrate knowledge of memory management functions and their use in the creation of linear dynamic data structures.
			    1. Dynamic data structures versus static data structures
			    2. Stacks
			    3. Queues
			    4. Lists
			    5. Arrays of lists: Hashing to memory
			    6. Lists of lists
			    7. The malloc, calloc, realloc, and free functions
			    8. Programmer-controlled memory management
			3. Create programs which use bitwise operators.
			    1. Bitwise AND, OR, XOR, and NOT
			    2. Bit shifting
			    3. Bit masking
			    4. Bit testing
			    5. Bit rotation
			    6. Use of XOR in encryption
			    7. Bit printing
			4. Create programs which use advanced string functions.
			    1. String parsing: the strtok and strpbrk functions
			    2. String searching: the strchr, strrchr, and strstr functions
			    3. String-to-numeric conversion: the strtol and strtod functions
			    4. Arrays of strings
			    5. Using pointer expressions as string function arguments

Changed	Field	Current Version	Proposed Version
		6. Spanning strings: the strspn and strcspn functions 5. Create programs which employ advanced file input/output functions. 1. Review fopen for text files 2. Fopen modes for binary files 3. Fopen modes for random access files 4. Random file access: the fseek and ftell functions 5. Rewinding files: the rewind function 6. Hashing to disk 7. Use of index arrays to hash to files with variable recordlengths 8. Binary versus text input/output 9. Advanced features of printf and scanf: variable formatting, justification of output, non-decimal numeric output, string output, scan sets, and assignment suppression 6. Create programs which use recursion -- especially the algorithms involving non-linear dynamic data structures such as binary trees and binary search trees. 1. The recursive and stopping cases of a recursive function 2. Costs, liabilities, and advantages of recursion 3. Standard recursive algorithms 4. The binary tree data structure 7. Demonstrate usages of multi-dimensional arrays and the internal addressing formulae used by such data structures. 1. Declaration and initialization of arrays of	6. Spanning strings: the strspn and strcspn functions 5. Create programs which employ advanced file input/output functions. 1. Review fopen for text files 2. Fopen modes for binary files 3. Fopen modes for random access files 4. Random file access: the fseek and ftell functions 5. Rewinding files: the rewind function 6. Hashing to disk 7. Use of index arrays to hash to files with variable recordlengths 8. Binary versus text input/output 9. Advanced features of printf and scanf: variable formatting, justification of output, non-decimal numeric output, string output, scan sets, and assignment suppression 6. Create programs which use recursion -- especially the algorithms involving non-linear dynamic data structures such as binary trees and binary search trees. 1. The recursive and stopping cases of a recursive function 2. Costs, liabilities, and advantages of recursion 3. Standard recursive algorithms 4. The binary tree data structure 7. Demonstrate usages of multi-dimensional arrays and the internal addressing formulae used by such data structures. 1. Declaration and initialization of arrays of

Changed	Field	Current Version	Proposed Version
		dimension two or higher 2. Traversing rows and columns of matrices 3. C memory model for arrays of dimension two or higher 4. Using memcpy, memset, and memcmp to copy, initialize, or compare arrays 5. Implementing ragged arrays via arrays of pointers 6. Traversing arrays of pointers 7. Address arithmetic in arrays of dimension two or higher 8. Use of malloc/realloc to create dynamic arrays 8. Use the ANSI C time functions to datestamp events and perform program benchmarking. 1. The time function 2. The localtime function 3. The gmtime function 4. The asctime function 5. The ctime function 6. The difftime function 7. The strftime function 8. Use of time functions to benchmark real time program performance 9. Demonstrate knowledge of advanced subprogram (function) features. 1. Review functions using pass by value and pass by reference. 2. Pointers to functions 3. Functions with variable-length argument lists 4. Relationship of formal and actual parameters in array manipulation 5. Static local variables 6. Passing pointers whose values are to be changed	dimension two or higher 2. Traversing rows and columns of matrices 3. C memory model for arrays of dimension two or higher 4. Using memcpy, memset, and memcmp to copy, initialize, or compare arrays 5. Implementing ragged arrays via arrays of pointers 6. Traversing arrays of pointers 7. Address arithmetic in arrays of dimension two or higher 8. Use of malloc/realloc to create dynamic arrays 8. Use the ANSI C time functions to datestamp events and perform program benchmarking. 1. The time function 2. The localtime function 3. The gmtime function 4. The asctime function 5. The ctime function 6. The difftime function 7. The strftime function 8. Use of time functions to benchmark real time program performance 9. Demonstrate knowledge of advanced subprogram (function) features. 1. Review functions using pass by value and pass by reference. 2. Pointers to functions 3. Functions with variable-length argument lists 4. Relationship of formal and actual parameters in array manipulation 5. Static local variables 6. Passing pointers whose values are to be changed

Changed	Field	Current Version	Proposed Version
		7. Signals and signal-handling functions 10. Write code which interacts with the Operating System environment outside of a program for event, error, and exception handling. 1. The signal function 2. The alarm and sleep functions 3. Signal handling functions 4. User-generated interrupts 5. The assert function 6. Leaving signal handlers: the setjmp and longjmp functions 7. Problems with ANSI signal handling 8. Leaving a program: the atexit, exit, and abort functions 11. Demonstrate knowledge of sorting and searching within ordinary arrays using appropriate ANSI C functions. 1. The qsort function 2. The bsearch function 12. Demonstrate a deeper understanding of the material through completion of an honors assignment. 1. Design algorithms, code solutions, debug and test advanced C programs employing Multi-lists and Hybrid Dynamic Data Structures. 2. Design algorithms, code solutions, debug and test advanced C programs employing Trees, Forests and Other Tree Variants.	7. Signals and signal-handling functions 10. Write code which interacts with the Operating System environment outside of a program for event, error, and exception handling. 1. The signal function 2. The alarm and sleep functions 3. Signal handling functions 4. User-generated interrupts 5. The assert function 6. Leaving signal handlers: the setjmp and longjmp functions 7. Problems with ANSI signal handling 8. Leaving a program: the atexit, exit, and abort functions 11. Demonstrate knowledge of sorting and searching within ordinary arrays using appropriate ANSI C functions. 1. The qsort function 2. The bsearch function 12. Demonstrate a deeper understanding of the material through completion of an honors assignment. 1. Design algorithms, code solutions, debug and test advanced C programs employing Multi-lists and Hybrid Dynamic Data Structures. 2. Design algorithms, code solutions, debug and test advanced C programs employing Trees, Forests and Other Tree Variants.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Design algorithms, code solution, debug program employing common pointer manipulation. 2. Design algorithms, code solution, debug program employing linear dynamic data structures. 3. Design algorithms, code solution, debug program employing bit masking, setting, and testing. 4. Design algorithms, code solution, debug program employing advanced string functions for parsing and analyzing strings and for converting strings to numbers. 5. Design algorithms, code solution, debug program employing advanced file input/output functions involving random access, hashing to disk, and advanced formatting. 6. Design recursive algorithms, code solution, debug program for non-linear dynamic data structures such as binary trees. 7. Design algorithms, code solution, debug program employing multi-dimensional arrays. 8. Use ANSI C time functions to datestamp events and perform program benchmarking. 9. Design algorithms, code solution, debug program employing advanced subprogram (function) features such as function pointers, variable length argument lists, static variables, and system-invoked functions such as signal handlers. 10. Write and debug code that interacts with the Operating System environment. 11. Honors Assignment: Design algorithms, code solutions, debug and test advanced C programs employing Multi-lists and Hybrid Dynamic Data Structures, Forests and Other Tree Variants.	1. Design algorithms, code solution, debug program employing common pointer manipulation. 2. Design algorithms, code solution, debug program employing linear dynamic data structures. 3. Design algorithms, code solution, debug program employing bit masking, setting, and testing. 4. Design algorithms, code solution, debug program employing advanced string functions for parsing and analyzing strings and for converting strings to numbers. 5. Design algorithms, code solution, debug program employing advanced file input/output functions involving random access, hashing to disk, and advanced formatting. 6. Design recursive algorithms, code solution, debug program for non-linear dynamic data structures such as binary trees. 7. Design algorithms, code solution, debug program employing multi-dimensional arrays. 8. Use ANSI C time functions to datestamp events and perform program benchmarking. 9. Design algorithms, code solution, debug program employing advanced subprogram (function) features such as function pointers, variable length argument lists, static variables, and system-invoked functions such as signal handlers. 10. Write and debug code that interacts with the Operating System environment. 11. Honors Assignment: Design algorithms, code solutions, debug and test advanced C programs employing Multi-lists and Hybrid Dynamic Data Structures, Forests and Other Tree Variants.

Changed	Field	Current Version	Proposed Version

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2CB	No Value
!	**Catalog Term (21-22)**	21-22	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2019	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 026BH	CIS 026BH
	Course Status	New	New
!	**Course Status Code**	A	No Value
!	**Banner Department**	CIS	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	CTE Honors	CTE Honors
	Cross-Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	Yes	No Value
!	**DL Approval Date (MM/DD/YYYY)**	06/19/2018	No Value
!	**Hybrid Approval Date (MM/DD/YYYY)**	06/19/2018	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Four hours lecture, one and one-half hours laboratory (66 hours total per quarter).	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	233003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	070100	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	CIS D022B, CIS D22BH or CIS D026A	CIS D022B, CIS D22BH or CIS D026A
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
!	**Basic Course Information**	No Value	Course justification update
	Units and Hours	No Value	No Value
!	**Specifications**	No Value	Updated methods of instruction to reflect how course content is taught Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

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

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	There are two eligibility requirements for the Honors Program, regarding English writing and GPA. The English writing eligibility requirement may be fulfilled through one of the following methods: (1) Be eligible for or have completed EWRT 1A at De Anza College, or (2) Complete the equivalent of EWRT 1A at another college with the De Anza College Assessment Office's approval on your account transcript, or (3) Be eligible for or have completed ESL 5 at De Anza College. The GPA eligibility requirement may be fulfilled through one of the following methods: (1) Earn a college cumulative GPA of 3.3 or higher after having taken at least 15 UC-transferable quarter units, or (2) Earn a cumulative unweighted GPA of 3.5 or higher from a U.S. high school. Students may use this option only if they graduated from a U.S. high school within the last 9 months.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version					
	Stage 2: Department Chair	No Value	No Value					
	Stage 3: Division Curriculum Representative	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Completed**
			03/26/2024	Learning Outcomes	Course Objectives	Required	Please add Objective L - " Demonstrate a deeper understanding of the material through completion of an honors assignment." (from course outline)	Yes
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
!	**Stage 7: Content Review Matrix Liaison**	No Value	**Date**: **4/11/24** **Name - Role OR Tab**: Zack Judson **Part - Field**: Matrix H **Type of Edit**: Required **Edit**: Complete Matrix H for your limitation on enrollment **Initiator - Indicate "Y" When Completed**: incomplete - 4/17/24 - zj
	Stage 8: AVP - Instruction	No Value	No Value
!	**Stage 9: Articulation Officer**	No Value	**Date**: **04/29/2024** **Name - Role OR Tab**: Christa Steiner-AO **Part - Field**: Textbook **Type of Edit**: Update **Edit**: I noticed that the textbook will be out of date before the next curriculum review cycle. You may want to consider finding a more updated version. **Initiator - Indicate "Y" When Completed**
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD26BH
	Distance Education Approved	Yes

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000603944

Articulation

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

De Anza College

Change Report

06/03/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.

Section	Changed field
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 2: Department Chair
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Daniel Smith	• Sukhjit Singh • Pape, Mary
	Course ID (CB01A and CB01B)	CISD044A	CISD044A
	Course Control Number	CCC000524524	CCC000524524
	Course Title (CB02)	Database Management Systems	Database Management Systems
	Short Course Title	DATABASE MANAGEMENT SYSTEMS	DATABASE MANAGEMENT SYSTEMS
	TOP Code (CB03)	0707.20	0707.20 Database Design and Administration
	CIP Code	Data Modeling/Warehousing and Database Administration	11.0802 Data Modeling/Warehousing and Database Administration
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
❗	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	This course covers the rudiments of database design, implementation and use. Students will gain a basic understanding of various data modeling techniques. An overview and comparison of database management systems will be given, along with an emphasis on relational databases; introduction to SQL.	This course covers the rudiments of database design, implementation and use. Students will gain a basic understanding of various data modeling techniques. An overview and comparison of database management systems will be given, along with an emphasis on relational databases; introduction to SQL.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Computer Science
❗	**Discipline 2**	No value	• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly CIS 064A.)	(Formerly CIS 064A.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to all California State University campuses. Database Management is a fundamental course required as part of the Database Design for Developers (Oracle) Certificate of Achievement. This course covers rudiments of database design, implementation, and use; skills applied by Software Engineers, Business Analysts, Database Architects, Database Administrators, Database Designers, and Reporting Analysts.	This course is transferable to all University of California and California State University campuses. Database Management is a fundamental course required as part of the Database Design for Developers (Oracle) Certificate of Achievement. This course covers rudiments of database design, implementation, and use; skills applied by Software Engineers, Business Analysts, Database Architects, Database Administrators, Database Designers, and Reporting Analysts.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No value	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

Changed	Field	Current Version	Proposed Version
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Database Development Practitioner **Award Type** Certificate of Achievement (COA)	**Associated Program** Database Development Practitioner **Award Type** Certificate of Achievement (COA)
		Associated Program Business Programming **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Business Programming **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Database Development Practitioner **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Database Development Practitioner **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Management Information Systems Support	**Associated Program** Management Information Systems Support

Changed	Field	Current Version	Proposed Version
		Award Type Certificate of Achievement (COA)	**Award Type** Certificate of Achievement (COA)
		Associated Program Business Programming **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Business Programming **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Visual Basic Programming **Award Type** Certificate of Achievement (COA)	**Associated Program** Visual Basic Programming **Award Type** Certificate of Achievement (COA)
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Database Development Practitioner **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Database Development Practitioner **Award Type** Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Lecture and visual aids Discussion and problem solving performed in class	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion and problem solving performed in class

Changed	Field	Current Version	Proposed Version

	Assignments	1. Required reading from text
		2. Writing
		    1. Project
		        1. A guided assignment involving creation of an entity relationship model based on given application requirements, half completed in the computer lab, half completed as homework.
		        2. A guided assignment involving implementation of the database using a relational database management system, half completed in the computer lab, half completed as homework.
		    2. Exercises using SQL and/or an application language to access the database.
		    3. Lab assignments requiring the use of a relational database management system, half completed in the computer lab, half completed as homework.
			1. Required reading from text
			2. Writing
			    1. Project
			        1. A guided assignment involving creation of an entity relationship model based on given application requirements, half completed in the computer lab, half completed as homework.
			        2. A guided assignment involving implementation of the database using a relational database management system, half completed in the computer lab, half completed as homework.
			    2. Exercises using SQL and/or an application language to access the database.
			    3. Lab assignments requiring the use of a relational database management system, half completed in the computer lab, half completed as homework.

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

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. One or more examinations requiring some programming demonstrating ability to develop an database schema, analyze requirement and/or write code using specific SQL constructs. 2. In-class lab problems, group collaborative problems, exam questions and/or online assignments or tutorials demonstrating the ability to read and analyze code through debugging and/or writing snippets of code, and analyze requirements to produce database schema. The code will involve usage of SQL constructs. 3. A final examination requiring some programming demonstrating ability to develop an algorithm and write code.	**Methods of Evaluation** 1. One or more examinations requiring some programming demonstrating ability to develop an database schema, analyze requirement and/or write code using specific SQL constructs. Responses are evaluated on implementation of stated constructs and correctness of code. 2. In-class lab problems, group collaborative problems, exam questions and/or online assignments or tutorials demonstrating the ability to read and analyze code through debugging and/or writing snippets of code, and analyze requirements to produce database schema. The code will involve usage of SQL constructs. Responses are evaluated on implementation of stated constructs and correctness of code. 3. A final examination requiring some programming demonstrating ability to develop an algorithm and write code. The code will involve using create and alter table statements, implementation of database security concepts and database utilities. Responses are evaluated on implementation of

Changed	Field	Current Version	Proposed Version
		The code will involve using create and alter table statements, implementation of database security concepts and database utilities.	stated constructs and correctness of code.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Access to a computer with an operating database management system	**Essential Student Materials:** • None **Essential College Facilities:** • Access to a computer with an operating database management system
!	**Examples of Primary Texts and References**	**Title** No value **Author** Hoffer, Venkataraman and Topi, "Modern Database Management, 13th Edition." Pearson, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Pratt, Philip J. "A Guide to SQL, 9th Edition." Course Technology, 2014. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** No value **Author** Pratt, Philip J. "A Guide to SQL, 9th Edition." Course Technology, 2014. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** Essential Guide to Database Management Systems for All Levels (2024 Collection: Forging Ahead in Tech and Programming) **Author** Adeolu O. (Author) **Publisher** Independently published **Date/Edition** February 8, 2024 **ISBN** 979-8878941044

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**	**Reading List** None. **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Evaluate the advantages and disadvantages of a database system vs. traditional files • Design logical data models and a physical database given application requirements • Implement a database design using a relational database management system (DBMS) • Describe means of protecting information and insuring confidentiality • Compare and contrast the design and capabilities of hierarchical, network and relational databases • Describe the current capabilities of common databases in mainframe, micro computing and distributed environments	• Evaluate the advantages and disadvantages of a database system vs. traditional files • Design logical data models and a physical database given application requirements • Implement a database design using a relational database management system (DBMS) • Describe means of protecting information and insuring confidentiality • Compare and contrast the design and capabilities of hierarchical, network and relational databases • Describe the current capabilities of common databases in mainframe, micro computing and distributed environments

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Prepare database design using database normalization theory and appropriate database schema representation techniques. **Expected SLO Performance** 0.0	**CSLOs** Prepare database design using database normalization theory and appropriate database schema representation techniques. **Expected SLO Performance** 0.0
		CSLOs Code, document, debug, and test introductory level SQL programs. **Expected SLO Performance** 0.0	**CSLOs** Code, document, debug, and test introductory level SQL programs. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Evaluate the advantages and disadvantages of a database system vs. traditional files 1. The database environment 2. The organization of stored data 3. Primary storage review 4. Secondary storage review 5. Advantages and disadvantages of databases 6. Databases in mainframe and microenvironments 2. Design logical data models and a physical database given application requirements 1. User requirements 2. Entities 3. Attributes 4. Relationships 5. Constraints 3. Implement a database design using a relational database management system (DBMS) 1. Basic characteristics 2. Rules and definitions 3. Table normalization 4. Creating a relational design from entity relationship model 5. SQL 6. Programming language interfaces 4. Describe means of protecting information and insuring confidentiality 1. Database security 2. Integrity 3. Recovery 4. Concurrency control 5. Compare and contrast the design and capabilities of hierarchical, network and relational databases 1. Hierarchical 2. Network 6. Describe the current capabilities of common databases in mainframe, micro computing and distributed environments 1. Enterprise Applications 2. Software-as-a-Service 3. Web-Application integrated in distributed environments.	1. Evaluate the advantages and disadvantages of a database system vs. traditional files 1. The database environment 2. The organization of stored data 3. Primary storage review 4. Secondary storage review 5. Advantages and disadvantages of databases 6. Databases in mainframe and microenvironments 2. Design logical data models and a physical database given application requirements 1. User requirements 2. Entities 3. Attributes 4. Relationships 5. Constraints 3. Implement a database design using a relational database management system (DBMS) 1. Basic characteristics 2. Rules and definitions 3. Table normalization 4. Creating a relational design from entity relationship model 5. SQL 6. Programming language interfaces 4. Describe means of protecting information and insuring confidentiality 1. Database security 2. Integrity 3. Recovery 4. Concurrency control 5. Compare and contrast the design and capabilities of hierarchical, network and relational databases 1. Hierarchical 2. Network 6. Describe the current capabilities of common databases in mainframe, micro computing and distributed environments 1. Enterprise Applications 2. Software-as-a-Service 3. Web-Application integrated in distributed environments.

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Implement RDBMS design process to create a database schema. 2. Practice implementation of ER diagram with UML and Crow notation. 3. Practice SQL Statement authoring for DML and DDL Operations 4. Implementation of Set Theory in database design. 5. Analyze customer requirements to produce a database design.	1. Implement RDBMS design process to create a database schema. 2. Practice implementation of ER diagram with UML and Crow notation. 3. Practice SQL Statement authoring for DML and DDL Operations 4. Implementation of Set Theory in database design. 5. Analyze customer requirements to produce a database design.

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	CIS D003. or CIS D004.	CIS D003. or CIS D004.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202322	No Value
❗	**Banner Division**	2CB	No Value
❗	**Catalog Term (21-22)**	23-24	No Value
❗	**5 Year Revision Year (2021)**	2018	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 044A	CIS 044A
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	CIS	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	Yes	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Hybrid Approval Date (MM/DD/YYYY)**	02/20/2018	No Value
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Organization Code**	233003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	070100	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Tech change appr 11/20/18 (effect. F19).-mkct • Course number change only appr. 10/26/21 (effect. F22).-mkct • Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc	• Tech change appr 11/20/18 (effect. F19).-mkct • Course number change only appr. 10/26/21 (effect. F22).-mkct • Tech. change to req/adv to add noncredit ESL course, appr. 6/15/21 (effect. F22).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Evaluate the advantages and disadvantages of a database system vs. traditional files

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Design logical data models and a physical database given application requirements Implement a database design using a relational database management system (DBMS)
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Describe the current capabilities of common databases in mainframe, micro computing and distributed environments
❗	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Describe means of protecting information and insuring confidentiality Compare and contrast the design and capabilities of hierarchical, network and relational databases
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Describe the current capabilities of common databases in mainframe, micro computing and distributed environments
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Describe means of protecting information and insuring confidentiality Compare and contrast the design and capabilities of hierarchical, network and relational databases
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Compare and contrast the design and capabilities of hierarchical, network and relational databases
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Describe the current capabilities of common databases in mainframe, micro computing and distributed environments
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Compare and contrast the design and capabilities of hierarchical, network and relational databases

C-Matrix Form

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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version					
!	**Stage 2: Department Chair**	No Value		**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			3/3/2024	Mary Pape – Dept Chair	Online form	Required	See attached. We offer classes with one, two or three hours face-to-face. Hence see attachment for suggested percentages and rationale. **Incorrect form was used for each online and hybrid**	Y
			3/3/2024	Mary Pape – Dept Chair	Matrix B	Required	NOTE: To complete a matrix, list the skills/activities/assignments that are covered in the target course that require the knowledge/skills taught in the requisite course. ONLY use the Outline, Assignments or Methods of Evaluation areas. Site the area and briefly summarize the area referenced (i.e., “Outline C.6 – Plotting relationships between energy deficit/surplus and temperature change”).	Y
			3/3/2024	Mary Pape – Dept Chair	Methods of Evaluation	Required	Give criteria to measure each method of evaluation.	Y
	Stage 3: Division Curriculum Representative	No Value	No Value					
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: AVP - Instruction	No Value	No Value					

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD044A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 26, 2021 12:00:00 AM
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000524524

Articulation

Changed	Field	Current Version

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

De Anza College

Change Report

06/03/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 5: Identify and practice writing for different audiences and purposes.
B-Matrix Form	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.
B-Matrix Form	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.
B-Matrix Form	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.
B-Matrix Form	Objective 9: Demonstrate appropriate grammar usage and mechanics.
Comments	Stage 2: Department Chair
Curriculum Office	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Sukhjit Singh • Pape, Mary
	Course ID (CB01A and CB01B)	CISD064B	CISD064B
	Course Control Number	CCC000524526	CCC000524526
	Course Title (CB02)	Introduction to SQL	Introduction to SQL
	Short Course Title	INTRO TO SQL	INTRO TO SQL
	TOP Code (CB03)	0707.20	0707.20 Database Design and Administration
	CIP Code	Data Modeling/Warehousing and Database Administration	11.0802 Data Modeling/Warehousing and Database Administration
	Department	CIS - Computer Sci & Info Systems	CIS - Computer Sci & Info Systems
❗	**Effective Term**	Fall 2024	Fall ~~2024~~ 2025
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
	Course Description	Introduction to Oracle SQL (Structured Query Language), DML (Data Manipulation Language) processing techniques, DDL (Data Definition Language) techniques, selecting and sorting data, joins, SQL functions, Oracle objects, Oracle data processing concepts to maintain large database systems.	Introduction to Oracle SQL (Structured Query Language), DML (Data Manipulation Language) processing techniques, DDL (Data Definition Language) techniques, selecting and sorting data, joins, SQL functions, Oracle objects, Oracle data processing concepts to maintain large database systems.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Computer Science
❗	**Discipline 2**	No value	• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is transferable to all California State University campuses and is required as part of the Database Design for Developers (Oracle) Certificate of Achievement. SQL stands today as the standard computer database language. It introduces learners with language to access relational databases for creating and managing a database. It is beneficial for those with careers in IT, including Database Architects, Database Administrators, and Database Designers, to hold certification for a specific database software program.	This course is transferable to all California State University campuses and is required as part of the Database Design for Developers (Oracle) Certificate of Achievement. SQL stands today as the standard computer database language. It introduces learners with language to access relational databases for creating and managing a database. It is beneficial for those with careers in IT, including Database Architects, Database Administrators, and Database Designers, to hold certification for a specific database software program.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

Foothill Equivalency

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Database Development Practitioner **Award Type** Certificate of Achievement (COA)	**Associated Program** Database Development Practitioner **Award Type** Certificate of Achievement (COA)
		Associated Program Database Development Practitioner **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Database Development Practitioner **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Programming in Python **Award Type** Certificate of Achievement (COA)	**Associated Program** Programming in Python **Award Type** Certificate of Achievement (COA)
		Associated Program Programming in Python	**Associated Program** Programming in Python

Changed	Field	Current Version	Proposed Version
		Award Type Certificate of Achievement (COA)	**Award Type** Certificate of Achievement (COA)
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Database Development Practitioner **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Database Development Practitioner **Award Type** Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to CSU only	Transferable to CSU only
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	1.5	1.5
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Other: Laboratory discussion sessions Other: Laboratory experiences which involve students in designing, coding, and testing SQL programs.	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Other: Laboratory discussion sessions Other: Laboratory experiences which involve students in designing, coding, and testing SQL programs.
	Assignments	1. Reading from text 2. Documenting, coding, testing and debugging six to ten programs guided with clearly documented design, covering the Lab Topics specified in X. below, half completed in the computer lab, half completed as homework	1. Reading from text 2. Documenting, coding, testing and debugging six to ten programs guided with clearly documented design, covering the Lab Topics specified in X. below, half completed in the computer lab, half completed as homework

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Successful completion of programming assignments with output verifying program correctness; use of SQL, documentation, programming style, efficiency, and testing methods. 2. One or more examinations requiring programming demonstrating ability to develop a design and/or write code using specific SQL constructs. 3. A final examination requiring some programming demonstrating ability to develop an algorithm and write code. The code will involve select, insert, update, delete, create and alter statements.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Successful completion of programming assignments with output verifying program correctness; use of SQL, documentation, programming style, efficiency, and testing methods. 2. One or more examinations requiring programming demonstrating ability to develop a design and/or write code using specific SQL constructs. 3. A final examination requiring some programming demonstrating ability to develop an algorithm and write code. The code will involve select, insert, update, delete, create and alter statements.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • None **Essential College Facilities:** • Access to a computer system with Oracle SQL Plus	**Essential Student Materials:** • None **Essential College Facilities:** • Access to a computer system with Oracle SQL Plus

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** SQL QuickStart Guide: The Simplified Beginner's Guide to Managing, Analyzing, and Manipulating Data With SQL **Author** Walter Shields, Clyde **Publisher** Bank Media LLC **Date/Edition** Illustrated edition (November 18, 2019) **ISBN** 978-1945051753	**Title** SQL QuickStart Guide: The Simplified Beginner's Guide to Managing, Analyzing, and Manipulating Data With SQL **Author** Walter Shields, Clyde **Publisher** Bank Media LLC **Date/Edition** Illustrated edition (November 18, 2019) **ISBN** 978-1945051753
		Title OCA Oracle Database SQL Exam Guide (Exam 1Z0-071) **Author** Steve O'Hearn **Publisher** McGraw-Hill Education **Date/Edition** 1st edition (August 23, 2017) **ISBN** 978-1259585494	**Title** Simple SQL: Beginner's Guide To Master SQL And Boost Career (Zero To Hero) **Author** Dane Wade (Author) **Publisher** Independently published **Date/Edition** June 3, 2022 **ISBN** 979-8833376164
!	**Suggested Reading List**	**Reading List** Pratt, Philip J. "A Guide to SQL, 9th Edition." Course Technology, 2014. **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Review the basic features of databases. • Demonstrate usage of basic SQL statements to restrict and sort data. • Demonstrate usage of single-row functions for retrieving from database. • Illustrate usage of joins to get data from multiple tables. • Explain and apply data aggregation and sub-queries to fetch data from database. • Demonstrate how formatting output works to produce readable reports. • Create Database Objects using a database schema. • Define database security policy and create different levels of user access and variables in database schema. • Use Control Structures to implement decision making constructs in RDBMS. • Describe how cursors are implemented in databases. • Demonstrate usage of database utilities used for importing and exporting data from databases.	• Review the basic features of databases. • Demonstrate usage of basic SQL statements to restrict and sort data. • Demonstrate usage of single-row functions for retrieving from database. • Illustrate usage of joins to get data from multiple tables. • Explain and apply data aggregation and sub-queries to fetch data from database. • Demonstrate how formatting output works to produce readable reports. • Create Database Objects using a database schema. • Define database security policy and create different levels of user access and variables in database schema. • Use Control Structures to implement decision making constructs in RDBMS. • Describe how cursors are implemented in databases. • Demonstrate usage of database utilities used for importing and exporting data from databases.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Design solutions for introductory level problems using appropriate design methodology incorporating interpreted database constructs. **Expected SLO Performance** 0.0	**CSLOs** Design solutions for introductory level problems using appropriate design methodology incorporating interpreted database constructs. **Expected SLO Performance** 0.0
		CSLOs Create algorithms, code, document, debug, and test introductory level SQL programs. **Expected SLO Performance** 0.0	**CSLOs** Create algorithms, code, document, debug, and test introductory level SQL programs. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Review the basic features of databases. 1. Introduction to DBMS 2. Types of databases 3. Introduction to RDBMS 4. Relational database theory 5. Normalization theory 6. Designing relational databases 7. Introduction to object relational databases 2. Demonstrate usage of basic SQL statements to restrict and sort data. 1. SQL Plus 2. Select statements 3. Data types in SQL 4. Operators 1. Arithmetic operators 2. Comparison operators 3. Character operators 4. Concatenation operators 5. Logical operators 6. IN and BETWEEN operators 5. Clauses in SQL 1. WHERE 2. STARTING WITH 3. ORDER BY 4. GROUP BY 3. Demonstrate usage of single-row functions for retrieving from database. 1. Character 2. Number 3. Date 4. Conversion 5. General 4. Illustrate usage of joins to get data from multiple tables. 1. Equijoins 2. Non-Equijoins 3. Outer joins 4. Self joins 5. Explain and apply data aggregation and sub-queries to fetch data from database. 1. Group functions 1. COUNT 2. AVG 3. SUM 4. MAX/MIN	1. Review the basic features of databases. 1. Introduction to DBMS 2. Types of databases 3. Introduction to RDBMS 4. Relational database theory 5. Normalization theory 6. Designing relational databases 7. Introduction to object relational databases 2. Demonstrate usage of basic SQL statements to restrict and sort data. 1. SQL Plus 2. Select statements 3. Data types in SQL 4. Operators 1. Arithmetic operators 2. Comparison operators 3. Character operators 4. Concatenation operators 5. Logical operators 6. IN and BETWEEN operators 5. Clauses in SQL 1. WHERE 2. STARTING WITH 3. ORDER BY 4. GROUP BY 3. Demonstrate usage of single-row functions for retrieving from database. 1. Character 2. Number 3. Date 4. Conversion 5. General 4. Illustrate usage of joins to get data from multiple tables. 1. Equijoins 2. Non-Equijoins 3. Outer joins 4. Self joins 5. Explain and apply data aggregation and sub-queries to fetch data from database. 1. Group functions 1. COUNT 2. AVG 3. SUM 4. MAX/MIN

Changed	Field	Current Version	Proposed Version
		5. Nesting of Group functions 2. Sub queries 1. Single-row sub query 2. Multiple-column sub query 6. Demonstrate how formatting output works to produce readable reports. 1. Using Aliases 2. INSERT statements 3. UDATE statement 4. DELETE statement 7. Create Database Objects using a database schema. 1. CREATE TABLE 2. ALTER TABLE 3. DROP statement 4. RENAME statement 5. TRUNCATE statement 8. Define database security policy and create different levels of user access and variables in database schema. 1. Create User and Privileges 2. Grant Option and Revoke 9. Use Control Structures to implement decision making constructs in RDBMS. 1. Usage of DECODE 2. Introduction to temporary tables and records 10. Describe how cursors are implemented in databases. 1. Implicit Cursor concepts 2. Integration of cursors with DML and DDL operations 11. Demonstrate usage of database utilities used for importing and exporting data from databases. 1. SQL Loader 2. DB import/export utility.	5. Nesting of Group functions 2. Sub queries 1. Single-row sub query 2. Multiple-column sub query 6. Demonstrate how formatting output works to produce readable reports. 1. Using Aliases 2. INSERT statements 3. UDATE statement 4. DELETE statement 7. Create Database Objects using a database schema. 1. CREATE TABLE 2. ALTER TABLE 3. DROP statement 4. RENAME statement 5. TRUNCATE statement 8. Define database security policy and create different levels of user access and variables in database schema. 1. Create User and Privileges 2. Grant Option and Revoke 9. Use Control Structures to implement decision making constructs in RDBMS. 1. Usage of DECODE 2. Introduction to temporary tables and records 10. Describe how cursors are implemented in databases. 1. Implicit Cursor concepts 2. Integration of cursors with DML and DDL operations 11. Demonstrate usage of database utilities used for importing and exporting data from databases. 1. SQL Loader 2. DB import/export utility.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Write code using SQL implementing simple queries to work with one table. 2. Write code using SQL implementing simple queries to work with more than one table. 3. Write code using SQL implementing data grouping and analysis 4. Write code using SQL implementing transaction concepts with usage in Insert, Update and Delete statements. 5. Write code using SQL implementing a database schema using Create and Alter statements 6. Design database security model for multi-user access	1. Write code using SQL implementing simple queries to work with one table. 2. Write code using SQL implementing simple queries to work with more than one table. 3. Write code using SQL implementing data grouping and analysis 4. Write code using SQL implementing transaction concepts with usage in Insert, Update and Delete statements. 5. Write code using SQL implementing a database schema using Create and Alter statements 6. Design database security model for multi-user access

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	CIS D044A	CIS D044A
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Explain and apply data aggregation and sub-queries to fetch data from database. Demonstrate how formatting output works to produce readable reports
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Define database security policy and create different levels of user access and variables in database schema. Use Control Structures to implement decision making constructs in RDBMS.
!	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Use Create Database Objects using a database schema. Define database security policy and create different levels of user access and variables in database schema Structures to implement decision making constructs in RDBMS.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
!	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Illustrate usage of joins to get data from multiple tables. Explain and apply data aggregation and sub-queries to fetch data from database. Demonstrate how formatting output works to produce readable reports.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Demonstrate usage of basic SQL statements to restrict and sort data. Demonstrate usage of single-row functions for retrieving from database.
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Explain and apply data aggregation and sub-queries to fetch data from database. Demonstrate how formatting output works to produce readable reports.
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Describe how cursors are implemented in databases. Demonstrate usage of database utilities used for importing and exporting data from databases.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Define database security policy and create different levels of user access and variables in database schema. Use Control Structures to implement decision making constructs in RDBMS.

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Does a requisite exist that does not fall under an A-F Matrix? If yes, click on the help text for instructions. If no, skip to next tab.	No Value	No Value

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

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

De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 2: Department Chair**	No Value		**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			3/3/2024	Mary Pape – Dept Chair	Online form	Required	See attached. We offer classes with one, two or three hours face-to-face. Hence see attachment for suggested percentages and rationale. **Incorrect form was used for each online and hybrid**	Y
			3/3/2024	Mary Pape – Dept Chair	Matrix B	Required	NOTE: To complete a matrix, list the skills/activities/assignments that are covered in the target course that require the knowledge/skills taught in the requisite course. ONLY use the Outline, Assignments or Methods of Evaluation areas. Site the area and briefly summarize the area referenced (i.e., “Outline C.6 – Plotting relationships between energy deficit/surplus and temperature change”).	Y
			3/3/2024	Mary Pape - Dept Chair	Methods of Evaluation	Required	Criteria for grading each method of evaluation.	Y
	Stage 3: Division Curriculum Representative	No Value	No Value					
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					
	Stage 7: Content Review Matrix Liaison	No Value	No Value					
	Stage 8: AVP - Instruction	No Value	No Value					

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value
	Sort ID (00 < 10; 0 < 100)	CIS 064B	CIS 064B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Hybrid Approval Date (MM/DD/YYYY)**	02/20/2018	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc

Summary of Revisions

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CISD064B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000524526

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

Changed	Field	Current Version
	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter

Section	Changed field
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 8: AVP - Instruction
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Catherina Wong	• Vernon Gallegos • Shaw, Janet
	Course ID (CB01A and CB01B)	DANCD023A	DANCD023A
	Course Control Number	CCC000106040	CCC000106040
	Course Title (CB02)	Theory and Technique of Contemporary (Modern) Dance I	Theory and Technique of Contemporary (Modern) Dance I
	Short Course Title	THEOR/TECH CONTEMP(MOD) DANC I	THEOR/TECH CONTEMP(MOD) DANC I
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
❗	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	Introduction to the discipline and creative art of contemporary modern dance. Students will be instructed in one particular contemporary dance technique (i.e. Limon, Graham, Hawkins, etc.).	~~Introduction~~ This course is an introduction to the discipline and creative art of contemporary ~~modern~~ (modern) dance. Students will be instructed and receive training in ~~one particular~~ the basic principles of contemporary (modern) dance ~~technique (i.e. Limon, Graham, Hawkins, etc.).~~ technique.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Dance
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - DANCE

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). This is the first course in basic contemporary dance technique and theory as an introduction to this dance form.	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). This is the first course in basic contemporary dance technique and theory as an introduction to this dance form.

Stand-Alone Statement

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

Course Philosophy

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

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

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

Changed	Field	Current Version	Proposed Version
		Associated Program CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Associate in Arts in Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Associate in Arts in Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
!	**GE Information**	**System/Institution** De Anza GE **Area(s)** • 2GEP - Approved. **-** No value **System/Institution** CSU GE **Area(s)** • CGEP - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2GEP - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Visual aids Discussion of assigned reading Quiz and examination review performed in class Field observation and field trips Collaborative learning and small group exercises Collaborative projects Discussion and problem solving performed in class Guest speakers	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Visual aids Demonstration of movement material by instructor Student repetition of movement material Discussion and problem solving of material performed in class Collaborative learning and small group exercises Office hour mini-appointments for one on one instruction & student questions Discussion of assigned reading Quiz and examination review performed in class Observation of professional companies; both via video & off campus performances Collaborative projects Guest speakers
❗	**Assignments**	1. Selected readings. 2. Writing: Weekly journals and critique of a contemporary live dance performance 3. Preparation of a dance sequence for demonstration	1. Selected readings. 2. Writing: Weekly journals and critique of a contemporary live dance performance 3. Preparation of a dance sequences for demonstration

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding contemporary dance origins, characteristics and development. 2. Evaluation of student's weekly journal and critique of live performance based on student's ability to logically state and support statements 3. Evaluation of student's accurate and proper execution of basic contemporary dance techniques within a dance sequence	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding contemporary dance origins, characteristics and development. 2. Evaluation of student's weekly journal and critique of live performance based on student's ability to logically state and support statements 3. Evaluation of student's accurate and proper execution of basic contemporary dance techniques within a dance sequence

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Leotard (any style) and footless or stirrup tights **Essential College Facilities:** • Dance studio with audio facilities	**Essential Student Materials:** • Leotard (any style) and footless or stirrup tights **Essential College Facilities:** Dance studio with ballet barres, media/audio playback, projection facilities, wi-fi (hard wire OK), and mirrors

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Fahey, Thomas; Insel, Paul Roth, Walton. Fit and Well. 11th Brief Ed. Boston, MA: McGraw-Hill Publishing Co, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Fit and Well **Author** Fahey, Thomas; Insel, Paul Roth, Walton. **Publisher** MA: McGraw-Hill Publishing Co **Date/Edition** 11th Brief Ed., 2017 **ISBN** No value **Title** The Essential Guide to Contemporary Dance Techniques Paperback **Author** Melanie Clarke **Publisher** The Crowood / Press address: The Stable Block, Crowood Lane, Ramsbury, Wiltshire, SN8 2HR **Date/Edition** February 10, 2020 **ISBN** ISBN: 9781785006999 **Title** Nutrition for Dance and Performance **Author** Jasmine Challis **Publisher** Publisher Routledge **Date/Edition** June 14, 2023

Changed	Field	Current Version	Proposed Version
			ISBN ISBN: 1032112425
			Title Beginning Modern Dance (Interactive Dance Series) **Author** Miriam Giguere **Publisher** Human Kinetics **Date/Edition** 2014 **ISBN** ISBN-10: 145040517-7, ISBN-13: 978145040517-

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Cyr, Jason. Nutrition for Great Performances. Dancer Nutrition, 2017. **May include, but are not limited to**: No value **Reading List**: Greenfield, Lois. Moving Still., Publisher Chronicle Books, 2015. **May include, but are not limited to**: No value **Reading List**: Giguere, Miram. Beginning Modern Dance, Publisher Human Kinetics, 2014 **May include, but are not limited to**: No value **Reading List**: Dance Performance Resources: www.baydance.com, LiveSV.com, www.voicesofdance.com	No value

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Hagood, Thomas K. Contemporary Dance: Innovative Publisher of Academic Research. Cambria Press 2016.	
		May include, but are not limited to No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Analyze contemporary dance as an art form • Recognize and employ at a basic level dance theory and techniques in one contemporary style • Apply principles of basic exercise physiology and nutrition to contemporary dance technique • Identify perspectives on Gender and society.	• Recognize and employ at a basic level dance theory and techniques used in contemporary (modern) dance. • Analyze and explore contemporary (modern) dance as an art form. • Apply principles of basic exercise physiology to dance technique and healthy nutritional practices for the contemporary dancer. • Identify perspectives on Gender and society.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs**: Perform the essential elementary exercise sequences of a contemporary dance technique, (i.e. Graham). **Expected SLO Performance**: 0.0	**CSLOs**: Analyze and employ the basic elements of contemporary (modern) dance technique. **Expected SLO Performance**: 0.0
		CSLOs: Perform contemporary dance combinations on an introductory level. **Expected SLO Performance**: 0.0	**CSLOs**: Perform contemporary (modern) dance combinations at a basic level. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Analyze contemporary dance as an art form
		    1. Historical overview of contemporary dance to include artists such as: Isadora Duncan, Jose Limon, Denis-Shawn, Lester Horton, Humphrey-Weidman, Katherine Dunham, Martha Graham, Merce Cunningham, Twyla Tharp, Paul Taylor, Alvin Ailey, and at least one contemporary experimentalist.
		    2. Approaches to contemporary choreography
		    3. Contemporary dance in relationship to other contemporary art forms
		2. Recognize and employ at a basic level dance theory and techniques in one contemporary style
		    1. Floor work: alignment; breathing; articulation and strengthening of individual body parts; flection and extension; rotation; stretches; pulses; contraction and release, and combination's of movement in seated and lying positions
		    2. Standing center floor work: balancing, roll-downs, side stretches and pulses, isolations, body release, drops, tilts, brushes and other footwork, swings, jumps; fall and recovery, suspension and turns
			1. Analyze contemporary dance as an art form
			    1. Historical overview of contemporary dance to include artists such as: Isadora Duncan, Jose Limon, Denis-Shawn, Lester Horton, Humphrey-Weidman, Katherine Dunham, Martha Graham, Merce Cunningham, Twyla Tharp, Paul Taylor, Alvin Ailey, and at least one contemporary experimentalist.
			    2. Approaches to contemporary choreography
			    3. Contemporary dance in relationship to other contemporary art forms
			2. Recognize and employ at a basic level dance theory and techniques used in Contemporary (Modern) Dance.
			    1. Floor work: alignment; breathing; articulation and strengthening of individual body parts; flection and extension; rotation; stretches; pulses; contraction and release, and combination's of movement in seated and lying positions
			    2. Standing center floor work: balancing, roll-downs, side stretches and pulses, isolations, body release, drops, tilts, brushes and other footwork, swings, jumps; fall and recovery, suspension and turns

Changed	Field	Current Version	Proposed Version
		1. Employ basic locomotor movements: walk, run, hop, jump, slide, leap, gallop, singly or in combinations 2. Demonstrate simple turns 3. Demonstrate body awareness: alignment and weight placement, use of turnout and parallel positions, axial motions on and off center, and fall/recovery (use of gravity) 4. Identify spatial orientations: stage directions and directions in space (up, down, side, front, back, diagonals, and combinations) 3. Apply principles of basic exercise physiology and nutrition to contemporary dance technique 1. Differentiate theories of anaerobic vs. aerobic exercise 1. Develop cardiovascular endurance 2. Employ aerobic training 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females 1. Recognize a balanced diet for wellness 2. Appreciate the importance eating	1. Employ basic locomotor movements: walk, run, hop, jump, slide, leap, gallop, singly or in combinations 2. Demonstrate simple turns 3. Demonstrate body awareness: alignment and weight placement, use of turnout and parallel positions, axial motions on and off center, and fall/recovery (use of gravity) 4. Identify spatial orientations: stage directions and directions in space (up, down, side, front, back, diagonals, and combinations) 3. Apply principles of basic exercise physiology and nutrition to contemporary dance technique 1. Differentiate theories of anaerobic vs. aerobic exercise 1. Develop cardiovascular endurance 2. Employ aerobic training 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females 1. Recognize a balanced diet for wellness 2. Appreciate the importance eating

Changed	Field	Current Version	Proposed Version
		before class 3. Appreciate the importance of post class food and fluids 3. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females 1. Employ techniques for overall flexibility 2. Identify theories about stretching during warm-up 3. Identify theories about stretching post exercise 4. Comprehend techniques to avoid common injuries to the contemporary dancer 4. Identify perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.	before class 3. Appreciate the importance of post class food and fluids 3. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females 1. Employ techniques for overall flexibility 2. Identify theories about stretching during warm-up 3. Identify theories about stretching post exercise 4. Comprehend techniques to avoid common injuries to the contemporary dancer 4. Identify perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

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

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2CA	No Value

Changed	Questions	Current Version	Proposed Version
!	**Catalog Term (21-22)**	23-24	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	DANC 023A	DANC 023A
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	DANC	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Emergency Approval**	No	No Value
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	F	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	231010	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	100800	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Methods of Evaluation: B. Evaluation of student's weekly journal and critique of live performance based on student's ability to logically state and support statements
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	A. Analyze contemporary dance as an art form 1. Historical overview of contemporary dance to include artists such as: Isadora Duncan, Jose Limon, Denis-Shawn, Lester Horton, Humphrey-Weidman, Katherine Dunham, Martha Graham, Merce Cunningham, Twyla Tharp, Paul Taylor, Alvin Ailey, and at least one contemporary experimentalist. 2. Approaches to contemporary choreography 3. Contemporary dance in relationship to other contemporary art forms B. Recognize and employ at a basic level dance theory and techniques used in Contemporary (Modern) Dance. 1. Floor work: alignment; breathing; articulation and strengthening of individual body parts; flection and extension; rotation; stretches; pulses; contraction and release, and combination's of movement in seated and lying positions 2. Standing center floor work: balancing, roll-downs, side stretches and pulses, isolations, body release, drops, tilts, brushes and other footwork, swings, jumps; fall and recovery, suspension and turns a. Employ basic locomotor movements: walk, run, hop, jump, slide, leap, gallop, singly or in combinations b. Demonstrate simple turns 3. Demonstrate body awareness: alignment and weight placement, use of turnout and parallel positions, axial motions on and off center, and fall/recovery (use of gravity) 4. Identify spatial orientations: stage directions and directions in space (up, down, side, front, back, diagonals, and combinations) C. Apply principles of basic exercise physiology and nutrition to contemporary dance technique 1. Differentiate theories of anaerobic vs. aerobic exercise a. Develop

Changed	Questions	Current Version	Proposed Version
			cardiovascular endurance b. Employ aerobic training 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Recognize a balanced diet for wellness b. Appreciate the importance eating before class c. Appreciate the importance of post class food and fluids 3. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females a. Employ techniques for overall flexibility b. Identify theories about stretching during warm-up c. Identify theories about stretching post exercise 4. Comprehend techniques to avoid common injuries to the contemporary dancer D. Identify perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: B. Writing: Weekly journals and critique of a contemporary live dance performance C. Preparation of a dance sequences for demonstration Methods of Evaluation: B. Evaluation of student's weekly journal and critique of live performance based on student's ability to logically state and support statements C. Evaluation of student's accurate and proper execution of basic contemporary dance techniques within a dance sequence
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: B. Writing: Weekly journals and critique of a contemporary live dance performance Methods of Evaluation: B. Evaluation of student's weekly journal and critique of live performance based on student's ability to logically state and support statements

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Analyze contemporary dance as an art form 1. Historical overview of contemporary dance to include artists such as: Isadora Duncan, Jose Limon, Denis-Shawn, Lester Horton, Humphrey-Weidman, Katherine Dunham, Martha Graham, Merce Cunningham, Twyla Tharp, Paul Taylor, Alvin Ailey, and at least one contemporary experimentalist. 2. Approaches to contemporary choreography 3. Contemporary dance in relationship to other contemporary art forms D. Identify perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Analyze contemporary dance as an art form 1. Historical overview of contemporary dance to include artists such as: Isadora Duncan, Jose Limon, Denis-Shawn, Lester Horton, Humphrey-Weidman, Katherine Dunham, Martha Graham, Merce Cunningham, Twyla Tharp, Paul Taylor, Alvin Ailey, and at least one contemporary experimentalist. 2. Approaches to contemporary choreography 3. Contemporary dance in relationship to other contemporary art forms D. Identify perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: C. Apply principles of basic exercise physiology and nutrition to contemporary dance technique 1. Differentiate theories of anaerobic vs. aerobic exercise a. Develop cardiovascular endurance b. Employ aerobic training 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Recognize a balanced diet for wellness b. Appreciate the importance eating before class c. Appreciate the importance of post class food and fluids 3. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females a. Employ techniques for overall flexibility b. Identify theories about stretching during warm-up c. Identify theories about stretching post exercise 4. Comprehend techniques to avoid common injuries to the contemporary dancer

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
❗	**Stage 3: Division Curriculum Representative**	No Value	Fill out B Matrix that align with the listed advisories.
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
!	**Stage 8: AVP - Instruction**	No Value	**Date**	**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			6/10/24	Gabriela Nocito for AVPI	Basic Information - Modality	Required	**Please indicate the course modality as Hybrid. It currently says "In-Person Only" but the Course Hybrid Delivery Request form is attached.** Modality is still not clarified. Please indicate the course modality as Hybrid. It currently says "In-Person Only" but the Course Hybrid Delivery Request form is attached.	
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DANCD023A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000106040

Articulation

Changed	Field	Current Version

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

De Anza College

Change Report

08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter

Section	Changed field
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline

Section	Changed field
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

Section	Changed field
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Catherina Wong	• Janet Shaw
	Course ID (CB01A and CB01B)	DANCD023B	DANCD023B
	Course Control Number	CCC000536412	CCC000536412
	Course Title (CB02)	Theory and Technique of Contemporary (Modern) Dance II	Theory and Technique of Contemporary (Modern) Dance II
	Short Course Title	THEOR/TECH CONT(MOD) DANC II	THEOR/TECH CONT(MOD) DANC II
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
❗	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	Study and practice of the discipline and creative art of contemporary dance focusing on practice, theory, technique, and movement explorations in time and space, in two contemporary dance techniques (i.e. Limon, Graham, etc.).	~~Study~~ This dance class is a continuation of the study and practice of the discipline and creative art of contemporary ~~dance~~ (modern) dance, focusing on practice, theory, ~~technique,~~ elementary principles of technique and movement explorations ~~in time~~ of time, space, and ~~space, in two contemporary dance techniques (i.e. Limon, Graham, etc.).~~ energy.

Changed	Field	Current Version	Proposed Version
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Dance
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - DANCE

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). It offers Intermediate levels of contemporary techniques that develop student skills.	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). It offers ~~Intermediate~~ elementary levels of contemporary (modern) dance techniques that develop student skills.

Stand-Alone Statement

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

Course Philosophy

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

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

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

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts for Transfer (A.A.-T.) Degree	**Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
!	**GE Information**	**System/Institution** De Anza GE **Area(s)** • 2GEP - Approved. - No value **System/Institution** CSU GE **Area(s)** • CGEP - Approved. - No value	**System/Institution** De Anza GE **Area(s)** • 2GEP - Approved. - No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Extended projects Field observation and field trips Collaborative learning and small group exercises Collaborative projects Guest speakers	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Visual aids Discussion and problem solving of material performed in class Collaborative learning and small group exercises Collaborative projects Discussion of assigned reading Field observation and field trips Guest speakers Quiz and examination review performed in class
!	**Assignments**	1. Readings from Texts. 2. Writing: Weekly journals and a critique of a contemporary live dance performance. 3. Preparation of dance sequences in each contemporary style for demonstration.	1. Selected readings. 2. Writing: Weekly journals and/or critique of contemporary live or video dance performances 3. Preparation of dance sequences for demonstration

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Written final, covering contemporary dance terminology for two styles, Ballet and Contemporary dance based on readings evaluated on correct usage of terms and accuracy of description. 2. Evaluation of student's weekly journals and critique of live performance based on ability to logically state and support opinions and statements. 3. Evaluation of student's accurate and proper execution of contemporary dance sequences for two dance styles.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Written quiz evaluated on correctness of terminology and theory from reading assignments regarding contemporary dance origins, characteristics and development. 2. Evaluation of student's weekly journal and critique of live performance & videos based on student's ability to logically state and support statements 3. Evaluation of student's accurate and proper execution of elementary contemporary dance techniques within a dance sequence

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Leotard, any style, and footless or stirrup tights **Essential College Facilities:** • Dance studio with audio facilities	**Essential Student Materials:** • Leotard, any style, and footless or stirrup tights **Essential College Facilities:** • Dance studio with audio/projection facilities, wi-fi (hard wire is OK) and mirrors

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Fahey,Thomas; Insel, Paul' Roth, Walton. "Fit and Well." 11th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Penrod, James/ Plastino, Janice Gudde. "The Dancer Prepares: Modern Dance for Beginners":New York,NY:McGraw Hill College. 2004. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Essential Guide to Contemporary Dance Techniques Paperback – **Author** Melanie Clarke **Publisher** The Crowood Press, address: The Stable Block, Crowood Lane, Ramsbury, Wiltshire, SN8 2HR **Date/Edition** February 10, 2020 **ISBN** ISBN: 9781785006999 **Title** Nutrition for Dance and Performance **Author** Jasmine Challis **Publisher** Publisher Routledge **Date/Edition** June 14, 2023 **ISBN** ISBN: 1032112425 **Title** Beginning Modern Dance (Interactive Dance Series) **Author** Miriam Giguere **Publisher** Human Kinetics **Date/Edition** copyright 2014

Changed	Field	Current Version	Proposed Version
			ISBN ISBN-10: 145040517-7, ISBN-13: 978145040517-1
			Title Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition
			Author Thomas Fahey, Paul Insel and Walton Roth
			Publisher McGraw Hill Publishing Co
			Date/Edition 16th Edition 2025
			ISBN ISBN10: 1266356606 | ISBN13: 9781266356605

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Cyr, Jason. "Nutrition for Great Performances:Dancer Nutrition. 2017. **May include, but are not limited to**: No value **Reading List**: Hagood, Thomas K. Contemporary Dance:Innovative Publisher of Academic Research. Cambria Press 2016. **May include, but are not limited to**: No value **Reading List**: Greenfield, Lois. "Moving Still". Chronicle Books Pub., 2015. **May include, but are not limited to**: No value **Reading List**: Selected articles from Dance Magazine.	No value

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Dance Performance Resources: www.baydance.com, LiveSV.com, www.voicesofdance.com	
		May include, but are not limited to No value	
		Reading List Giguere, Miram. Beginning Modern Dance, Publisher Human Kinetics, 2014	
		May include, but are not limited to No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Employ correct body alignment in contemporary exercise sequences. • Explore space and shape as a tangible volume shaped and defined by the dancer's presence. • Listening hearing, recognizing and responding to pulse • Identify fundamental movement patterns from two contemporary dance traditions. • Apply and practice basic exercise physiology and nutrition to dance techniques for the contemporary dancer. • Identify and Analyze Perspectives on Gender and society.	• Employ correct body alignment in contemporary exercise sequences. • Explore space, shape and volume as tangible elements that can be defined by how the dancer executes line and energy • Identify, interpret and respond to sounds and rhythms • Identify and execute elementary movement patterns used in contemporary (modern) dance. • Apply and practice elementary exercise physiology to dance technique and healthy nutritional practices for the contemporary dancer. • Identify and Analyze Perspectives on Gender and society.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs**: Perform Intermediate contemporary dance exercises demonstrating correct body placement and coordination for specific techniques. **Expected SLO Performance**: 0.0 **CSLOs**: Perform Intermediate contemporary dance combinations in two different techniques. **Expected SLO Performance**: 0.0	**CSLOs**: Analyze and employ elementary concepts of contemporary (modern) dance technique. **Expected SLO Performance**: 0.0 **CSLOs**: Perform contemporary (modern) dance combinations at an elementary level, with proper body placement and coordination. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Employ correct body alignment in contemporary exercise sequences.
		    1. Use of center and off-center movement
		    2. Use of parallel and turned-out body positions
		    3. Weight placement in relationship to gravity: drops, tilts, and falls
		2. Explore space and shape as a tangible volume shaped and defined by the dancer's presence.
		    1. Employ the concepts of paths and trails, spatial density, and directions in space and on the stage.
		    2. Shape as 3-dimensional form
		    3. Shape, weight, and mass
		    4. Putting shape into motion
		    5. Explore shape: the use of bending, stretching, twisting to create positive and negative shapes in space
		3. Listening hearing, recognizing and responding to pulse
		    1. Meter, tempo and phrasing in basic dance sequences within the two styles
		    2. Demonstrate rhythmic and musical responsiveness.
		4. Identify fundamental movement patterns from two contemporary dance traditions.
		    1. Articulation of individual body parts
		        1. Change of levels
		        2. Use of torso: contractions and release
		        3. Standing center floor work:
			1. Employ correct body alignment in contemporary exercise sequences.
			    1. Use of center and off-center movement
			    2. Use of parallel and turned-out body positions
			    3. Weight placement in relationship to gravity: drops, tilts, and falls
			2. Explore space, shape and volume as tangible elements that can be defined by how the dancer executes line and energy.
			    1. Employ the concepts of paths and trails, spatial density, and directions in space and on the stage.
			    2. Shape as 3-dimensional form
			    3. Shape, weight, and mass
			    4. Putting shape into motion
			    5. Explore shape: the use of bending, stretching, twisting to create positive and negative shapes in space
			3. Identify, interpret and respond to sounds and rhythms
			    1. Meter, tempo and phrasing in elementary contemporary (modern) dance sequences
			    2. Demonstrate rhythmic and musical responsiveness.
			4. Identify and execute elementary movement patterns used in contemporary (modern) dance
			    1. Articulation of individual body parts
			        1. Change of levels
			        2. Use of torso: contractions and release

Changed	Field	Current Version	Proposed Version
		4. Center/off-center patterns 2. Floor work: lying or seated 1. Alignment 2. Stretching and lengthening 3. Strengthening 3. Moving across the floor 1. Re-locating in space, elevation and turns in dance patterns 2. Qualities of movement: percussive, sustained, vibratory, swinging, suspended, sustained, collapsed 3. Employ gravity using the techniques of fall and recovery 4. Apply movement initiated with localized body parts 5. Movement phrases based on time, shape, space concepts 5. Apply and practice basic exercise physiology and nutrition to dance techniques for the contemporary dancer. 1. Differentiate theories of anaerobic vs. aerobic exercise 1. Develop cardiovascular endurance 2. Employ aerobic training 3. Improve efficiency and body mechanics	3. Standing center floor work: 4. Center/off-center patterns 2. Floor work: lying or seated 1. Alignment 2. Stretching and lengthening 3. Strengthening 3. Moving across the floor 1. Re-locating in space, elevation and turns in dance patterns 2. Qualities of movement: percussive, sustained, vibratory, swinging, suspended, sustained, collapsed 3. Employ gravity using the techniques of fall and recovery 4. Apply movement initiated with localized body parts 5. Movement phrases based on time, shape, space concepts 5. Apply and practice **elementary** exercise physiology to dance technique and healthy nutritional practices for the contemporary dancer. 1. Differentiate theories of anaerobic vs. aerobic exercise 1. Develop cardiovascular endurance 2. Employ aerobic training

Changed	Field	Current Version	Proposed Version
		2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females 1. Recognize a balanced diet for wellness 2. Appreciate importance of eating before class 3. Appreciate importance of post class food and fluids 3. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females 1. Employ techniques for overall flexibility 2. Identify theories about stretching during warm-up 3. Identify theories about stretching post exercise 4. Comprehend and practice techniques to avoid common injuries to the contemporary dancer 6. Identify and Analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical	3. Improve efficiency and body mechanics 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females 1. Recognize a balanced diet for wellness 2. Appreciate importance of eating before class 3. Appreciate importance of post class food and fluids 3. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females 1. Employ techniques for overall flexibility 2. Identify theories about stretching during warm-up 3. Identify theories about stretching post exercise 4. Comprehend and practice techniques to avoid common injuries to the contemporary dancer 6. Identify and Analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany.

Changed	Field	Current Version	Proposed Version
		dance form of its time "ballet" which emphasized formal design and patterned movement.	3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	DANC D023A	DANC D023A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2CA	No Value
!	**Catalog Term (21-22)**	23-24	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	DANC 023B	DANC 023B
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	DANC	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value

Changed	Questions	Current Version	Proposed Version
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	F	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	231010	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	100800	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value

Changed	Questions	Current Version	Proposed Version
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Assignments: B. Writing: Weekly journals and critique of a contemporary live or video dance performance Methods of Evaluation: B. Evaluation of student's weekly journal and critique of live performance & videos based on student's ability to logically state and support statements.
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course outline: A. Employ correct body alignment in contemporary exercise sequences. 1. Use of center and off-center movement 2. Use of parallel and turned-out body positions 3. Weight placement in relationship to gravity: drops, tilts, and falls B. Explore space, shape and volume as tangible elements that can be defined by how the dancer executes line and energy. 1. Employ the concepts of paths and trails, spatial density, and directions in space and on the stage. 2. Shape as 3-dimensional form 3. Shape, weight, and mass 4. Putting shape into motion 5. Explore shape: the use of bending, stretching, twisting to create positive and negative shapes in space C. Identify, interpret and respond to sounds and rhythms 1. Meter, tempo and phrasing in elementary contemporary (modern) dance sequences 2. Demonstrate rhythmic and musical responsiveness. D. Identify and execute elementary movement patterns used in contemporary (modern) dance 1. Articulation of individual body parts a. Change of levels b. Use of torso: contractions and release c. Standing center floor work: d. Center/off-center patterns 2. Floor work: lying or seated a. Alignment b. Stretching and lengthening c. Strengthening 3. Moving across the floor a. Re-locating in space, elevation and turns in dance patterns b. Qualities of movement: percussive, sustained, vibratory, swinging, suspended, sustained, collapsed c. Employ gravity using the techniques of fall and recovery d. Apply movement initiated with localized body parts e. Movement phrases based on time, shape, space concepts

Changed	Questions	Current Version	Proposed Version
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: B. Writing: Weekly journals and critique of a contemporary live or video dance performance C. Preparation of a dance sequences for demonstration Methods of Evaluation: B. Evaluation of student's weekly journal and critique of live performance & videos based on student's ability to logically state and support statements. C. Evaluation of student's accurate and proper execution of elementary contemporary dance techniques within a dance sequence.
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: B. Writing: Weekly journals and critique of a contemporary live or video dance performance Methods of Evaluation: B. Evaluation of student's weekly journal and critique of live performance & videos based on student's ability to logically state and support statements.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Recognize a balanced diet for wellness b. Appreciate importance of eating before class c. Appreciate importance of post class food and fluids F. Identify and Analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Recognize a balanced diet for wellness b. Appreciate importance of eating before class c. Appreciate importance of post class food and fluids F. Identify and Analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: E. Apply and practice elementary exercise physiology to dance technique and healthy nutritional practices for the contemporary dancer. 1. Differentiate theories of anaerobic vs. aerobic exercise a. Develop cardiovascular endurance b. Employ aerobic training c. Improve efficiency and body mechanics 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Recognize a balanced diet for wellness b. Appreciate importance of eating before class c. Appreciate importance of post class food and fluids 3. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females a. Employ techniques for overall flexibility b. Identify theories about stretching during warm-up c. Identify theories about stretching post exercise 4. Comprehend and practice techniques to avoid common injuries to the contemporary dancer

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
❗	**Stage 3: Division Curriculum Representative**	No Value	Fill out B Matrix that align with the listed advisories.
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value

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

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DANCD023B
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000536412

Articulation

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

De Anza College

Change Report

08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	Course Objectives
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)

Section	Changed field
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.

Section	Changed field
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Catherina Wong	• Janet Shaw
	Course ID (CB01A and CB01B)	DANCD023C	DANCD023C
	Course Control Number	CCC000545320	CCC000545320
	Course Title (CB02)	Theory and Technique of Contemporary (Modern) Dance III	Theory and Technique of Contemporary (Modern) Dance III
	Short Course Title	THEOR/TECH CONT(MOD) DANC III	THEOR/TECH CONT(MOD) DANC III
	TOP Code (CB03)	1008.00	1008.00 Dance
	CIP Code	Dance, General	50.0301 Dance, General
	Department	DANC - Dance	DANC - Dance
❗	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	The discipline and creative art of contemporary dance focusing on practice, theory, technique, and movement explorations in time and space, developing a working advanced dance vocabulary in three contemporary dance techniques (i.e. Limon, Graham, Dunham).	~~The~~ This dance class is a continuation of the study and practice of the discipline and creative art of contemporary (modern) dance focusing on practice, ~~theory,~~ theory of technique, and movement explorations ~~in time~~ of time, space, and ~~space,~~ energy, developing a working ~~advanced~~ intermediate dance vocabulary ~~in three contemporary dance techniques (i.e. Limon, Graham, Dunham).~~ of movement.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Dance
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - DANCE

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly DANC D053C.)	(Formerly DANC D053C.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). This course offers advanced contemporary dance techniques that develop student skills.	This course meets a general education requirement for De Anza and CSUGE. It belongs on the Liberal Arts A.A. (Arts and Letters emphasis). This course offers advanced contemporary dance techniques that develop student skills.

Stand-Alone Statement

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

Course Philosophy

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

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0

Changed	Field	Current Version	Proposed Version
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)	(This course is included in the Dance Technique Family of activity courses. Please see the rules on "Repeating Courses" in the College Policies section of the catalog.)

Associated Programs

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

Changed	Field	Current Version	Proposed Version

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** De Anza GE **Area(s)** • 2GEP - Approved. **-** No value **System/Institution** CSU GE **Area(s)** • CGEP - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2GEP - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

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

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

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

Changed	Field	Current Version	Proposed Version
	Total Credit Units	1	1
	Minimum Credit Units	1	1
	Maximum Credit Units	1	1

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Extended projects Field observation and field trips Collaborative learning and small group exercises Collaborative projects	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Visual aids Demonstration of movement material by instructor Student repetition of movement material Discussion and problem solving of material performed in class Collaborative learning and small group exercises Office hour mini appointments for one-on-one instruction & student questions Discussion of assigned reading Quiz and examination review performed in class Observation of professional companies; both via video & off campus performances Collaborative projects Guest speakers
❗	**Assignments**	1. Readings from text. 2. Writings: Critique of a contemporary live dance performance 3. Preparation of dance sequences in each contemporary style for demonstration	1. Readings from text. 2. Writings: Critique of a contemporary live & video dance performances by professional companies 3. Preparation of dance sequences for final demonstration

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Written final, covering contemporary dance terminology for two styles based on readings evaluated on correct usage of terms and accuracy of description. 2. Evaluation of student's weekly journals and critique of live performance based on a more sophisticated ability to logically state and support opinions and impressions of the dance form. 3. Evaluation of student's accurate and proper execution of contemporary dance sequences for three dance techniques. 4. Evaluation of student to student feedback	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Written final, covering contemporary (modern) dance terminology based on readings evaluated on correct usage of terms and accuracy of description. 2. Evaluation of student's weekly journals and critique of live & video performances based on a more sophisticated ability to logically state and support opinions and impressions of the dance form. 3. Evaluation of student's accurate and proper execution of contemporary (modern) dance sequences. 4. Evaluation of student-to-student feedback

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Leotard, any style, and footless or stirrup tights **Essential College Facilities:** • Dance studio with audio facilities	**Essential Student Materials:** • Leotard, any style, and footless or stirrup tights **Essential College Facilities:** • Dance studio with ballet barres, media/audio playback, projection facilities, wi-fi (hard wire OK), and mirrors

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Fahey,Thomas; Insel, Paul' Roth, Walton. "Fit and Well." 11th Brief Ed. Boston, Ma: McGraw Hill Publishing Co, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** The Essential Guide to Contemporary Dance Techniques Paperback **Author** Melanie Clarke **Publisher** The Crowood Press, address: The Stable Block, Crowood Lane, Ramsbury, Wiltshire, SN8 2HR **Date/Edition** February 10, 2020 **ISBN** ISBN: 9781785006999 **Title** Nutrition for Dance and Performance **Author** Jasmine Challis **Publisher** Routledge **Date/Edition** June 14, 2023 **ISBN** ISBN: 1032112425 **Title** Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness, 16th Edition **Author** Thomas Fahey, Paul Insel and Walton Roth **Publisher** McGraw Hill Publishing Co **Date/Edition** 16th Edition 2025

Changed	Field	Current Version	Proposed Version
			ISBN ISBN: ISBN10: 1266356606 | ISBN13: 9781266356605
			Title The Essential Guide to Contemporary Dance Techniques Paperback
			Author Melanie Clarke
			Publisher The Crowood Press, address: The Stable Block, Crowood Lane, Ramsbury, Wiltshire, SN8 2HR press@crowood.com
			Date/Edition February 10, 2020
			ISBN ISBN: 9781785006999

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Cyr, Jason. Nutrition for Great Performances. Dancer Nutrition, 2017 **May include, but are not limited to**: No value **Reading List**: Hagood, Thomas K. Contemporary Dance. Innovative Publisher of Academic Research. Cambria Press 2016. **May include, but are not limited to**: No value **Reading List**: Greenfield, Lois:. "Moving Still." Chronicle Books Pub., 2015. **May include, but are not limited to**: No value **Reading List**: Selected articles from Dance Magazine. **May include, but are not limited to**: No value	No value

Changed	Field	Current Version	Proposed Version
		Reading List: Dance Performance Resources: www.baydance.com, LiveSV.com, www.voicesofdance.com **May include, but are not limited to**: No value	
		Reading List: Giguere, Miram. Beginning Modern Dance, Publisher Human Kinetics, 2014 **May include, but are not limited to**: No value	

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	• Construct an individual pre-practice warm-up sequence • Employ and practice further correct body alignment within the three different contemporary techniques • Identify the body as an instrument of non-verbal communication • Explore space and shape as a tangible volume defined by the dancer's presence within the three techniques • Develop and demonstrate rhythmic and musical responsiveness • Compare and contrast contemporary dance technique and terminology across three techniques • Explore human movement through improvisation techniques • Apply and practice basic exercise physiology and nutrition to dance technique • Identify and analyze Perspectives on Gender and society.	• Construct an individual pre-practice warm-up sequence • Employ and practice correct principles of technique, and use of energy qualities in contemporary (modern) dance sequences at an intermediate level. • Identify the body as an instrument of non-verbal communication • Explore space, shape and volume as tangible elements that can be defined by how the dancer executes line and energy. • Develop and demonstrate rhythmic and musical responsiveness • Compare and contrast two different styles of contemporary (modern) dance technique and terminology • Explore human movement through improvisation techniques • Apply and practice basic exercise physiology to dance technique and healthy nutritional practices for the contemporary dancer. • Identify and analyze Perspectives on Gender and society.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Perform advanced contemporary dance exercises with consistent confidence demonstrating correct rhythms,body placement and coordination in three techniques. **Expected SLO Performance** 0.0	**CSLOs** Analyze and employ intermediate concepts of contemporary (modern) dance technique. **Expected SLO Performance** 0.0
		CSLOs Perform advanced contemporary dance combinations in three different techniques. **Expected SLO Performance** 0.0	**CSLOs** Perform contemporary (modern) dance combinations at an intermediate level, with proper energy quality, body placement, and coordination. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Construct an individual pre-practice warm-up sequence
		  1. Alignment exercises
		  2. Concentration and visualization exercises
		  3. Pre-limbering
		  4. Special consideration of personal physical problem areas
		2. Employ and practice further correct body alignment within the three different contemporary techniques
		  1. Use of center and off-center movement
		  2. Use of parallel and turned-out body positions
		  3. Weight placement in relationship to gravity: drops, tilts, and falls
		3. Identify the body as an instrument of non-verbal communication
		  1. Communicating emotion, relationship, and theme through movement:
		  2. Abstracting movement from daily life (functional gestures)
		  3. Communicating non-literal concepts such as abstract design, shape, rhythmic explorations
		4. Explore space and shape as a tangible volume defined by the dancer's presence within the three techniques
		  1. Employ the concepts of paths and trails; spatial density, and directions in space and on the stage
		  2. Explore shape: the use of bending, stretching, twisting to create positive and negative shapes in space
		  3. Shape as 3-dimensional form
			1. Construct an individual pre-practice warm-up sequence
			  1. Alignment exercises
			  2. Concentration and visualization exercises
			  3. Pre-limbering
			  4. Special consideration of personal physical problem areas
			2. Employ and practice correct principles of technique, and use of energy qualities in contemporary (modern) dance sequences at an intermediate level.
			  1. Use of center and off-center movement
			  2. Use of parallel and turned-out body positions
			  3. Weight placement in relationship to gravity: drops, tilts, and falls
			3. Identify the body as an instrument of non-verbal communication
			  1. Communicating emotion, relationship, and theme through movement:
			  2. Abstracting movement from daily life (functional gestures)
			  3. Communicating non-literal concepts such as abstract design, shape, rhythmic explorations
			4. Explore space, shape and volume as tangible elements that can be defined by how the dancer executes line and energy.
			  1. Employ the concepts of paths and trails; spatial density, and directions in space and on the stage
			  2. Explore shape: the use of bending, stretching, twisting to create positive and negative shapes in space

Changed	Field	Current Version	Proposed Version
		4. Shape, weight, and mass 5. Putting shape into motion 5. Develop and demonstrate rhythmic and musical responsiveness 1. Listening hearing, recognizing and responding to pulse 2. Further practice in meter, tempo and phrasing compared across the three techniques 6. Compare and contrast contemporary dance technique and terminology across three techniques 1. Standing center floor work: 1. Articulation of individual body parts 2. Use of torso: contractions and release 3. Change of levels 4. Center/off-center patterns 2. Floor work: lying or seated 1. Alignment 2. Stretching and lengthening 3. Strengthening 3. Moving across the floor 1. Re-locating in space, elevation and turns in dance patterns 2. Qualities of movement: percussive, sustained, vibratory, swinging, suspended, sustained, collapsed 3. Employ gravity using the techniques of fall and recovery	3. Shape as 3-dimensional form 4. Shape, weight, and mass 5. Putting shape into motion 5. Develop and demonstrate rhythmic and musical responsiveness 1. Listening hearing, recognizing and responding to pulse 2. Further practice in meter, tempo and phrasing compared across the three techniques 6. Compare and contrast two different styles of contemporary (modern) dance technique and terminology 1. Standing center floor work: 1. Articulation of individual body parts 2. Use of torso: contractions and release 3. Change of levels 4. Center/off-center patterns 2. Floor work: lying or seated 1. Alignment 2. Stretching and lengthening 3. Strengthening 3. Moving across the floor 1. Re-locating in space, elevation and turns in dance patterns 2. Qualities of movement: percussive, sustained, vibratory, swinging, suspended, sustained, collapsed 3. Employ gravity using the

Changed	Field	Current Version	Proposed Version
		4. Apply movement initiated with localized body parts 5. Movement phrases based on time, shape, space concepts 7. Explore human movement through improvisation techniques 1. Employ non-literal concepts such as time/shape/space/force 2. Employ literal concepts such as ideas, events, words, state-of-being, etc 8. Apply and practice basic exercise physiology and nutrition to dance technique 1. Differentiate theories of anaerobic vs. aerobic exercise 1. Develop cardiovascular endurance 2. Employ aerobic training 3. Improve efficiency and body mechanics 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females 1. Recognize a balanced diet for wellness 2. Appreciate importance of eating before class 3. Appreciate importance of post class food and fluids 3. Comprehend flexibility concepts with special	techniques of fall and recovery 4. Apply movement initiated with localized body parts 5. Movement phrases based on time, shape, space concepts 7. Explore human movement through improvisation techniques 1. Employ non-literal concepts such as time/shape/space/force 2. Employ literal concepts such as ideas, events, words, state-of-being, etc 8. Apply and practice basic exercise physiology to dance technique and healthy nutritional practices for the contemporary dancer. 1. Differentiate theories of anaerobic vs. aerobic exercise 1. Develop cardiovascular endurance 2. Employ aerobic training 3. Improve efficiency and body mechanics 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females 1. Recognize a balanced diet for wellness 2. Appreciate importance of eating before class 3. Appreciate importance of post

Changed	Field	Current Version	Proposed Version
		notes regarding specific needs for various populations: youth, adults, older adults, males and females 1. Employ techniques for overall flexibility 2. Use theories about stretching during warm-up 3. Use theories about stretching post exercise 4. Actively practice techniques to avoid common injuries to the contemporary dancer 9. Identify and analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.	class food and fluids 3. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females 1. Employ techniques for overall flexibility 2. Use theories about stretching during warm-up 3. Use theories about stretching post exercise 4. Actively practice techniques to avoid common injuries to the contemporary dancer 9. Identify and analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	DANC D023B	DANC D023B
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

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

Changed	Questions	Current Version	Proposed Version
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	DANC 023C	DANC 023C
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	DANC	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	F	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value
!	**In Service Indicator**	N	No Value
!	**Sports/Physical Education Course Indicator**	N	No Value
!	**COA Code**	C	No Value
!	**Fund Code**	114000	No Value

Changed	Questions	Current Version	Proposed Version
!	**Organization Code**	231010	No Value
!	**Account Code**	1320	No Value
!	**Program Code**	100800	No Value
!	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
!	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.	No Value	No Value
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignments: B. Writings: Critique of a contemporary live & video dance performances by professional companies Methods of Evaluation: B. Evaluation of student's weekly journals and critique of live & video performances based on a more sophisticated ability to logically state and support opinions and impressions of the dance form.
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: A. Construct an individual pre-practice warm-up sequence 1. Alignment exercises 2. Concentration and visualization exercises 3. Pre-limbering 4. Special consideration of personal physical problem areas B. Employ and practice correct principles of technique, and use of energy qualities in contemporary (modern) dance sequences at an intermediate level. 1. Use of center and off-center movement 2. Use of parallel and turned-out body positions 3. Weight placement in relationship to gravity: drops, tilts, and falls C. Identify the body as an instrument of non-verbal communication 1. Communicating emotion, relationship, and theme through movement: 2. Abstracting movement from daily life (functional gestures) 3. Communicating non-literal concepts such as abstract design, shape, rhythmic explorations D. Explore space, shape and volume as tangible elements that can be defined by how the dancer executes line and energy. 1. Employ the concepts of paths and trails; spatial density, and directions in space and on the stage 2. Explore shape: the use of bending, stretching, twisting to create positive and negative shapes in space 3. Shape as 3-dimensional form 4. Shape, weight, and mass 5. Putting shape into motion E. Develop and demonstrate rhythmic and musical responsiveness 1. Listening hearing, recognizing and responding to pulse 2. Further practice in meter, tempo and phrasing compared across the three techniques F. Compare and contrast two different styles of contemporary (modern) dance technique and terminology 1. Standing center floor work: a. Articulation of individual body parts b. Use of torso: contractions and release c. Change of levels d. Center/off-center patterns 2. Floor work: lying or seated a. Alignment

Changed	Questions	Current Version	Proposed Version
			b. Stretching and lengthening c. Strengthening 3. Moving across the floor a. Re-locating in space, elevation and turns in dance patterns b. Qualities of movement: percussive, sustained, vibratory, swinging, suspended, sustained, collapsed c. Employ gravity using the techniques of fall and recovery d. Apply movement initiated with localized body parts e. Movement phrases based on time, shape, space concepts G. Explore human movement through improvisation techniques 1. Employ non-literal concepts such as time/shape/space/force 2. Employ literal concepts such as ideas, events, words, state-of-being, etc
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: B. Writings: Critique of a contemporary live & video dance performances by professional companies C. Preparation of dance sequences for final demonstration Methods of Evaluation: B. Evaluation of student's weekly journals and critique of live & video performances based on a more sophisticated ability to logically state and support opinions and impressions of the dance form. Outline: C. Identify the body as an instrument of non-verbal communication 1. Communicating emotion, relationship, and theme through movement: 2. Abstracting movement from daily life (functional gestures) 3. Communicating non-literal concepts such as abstract design, shape, rhythmic explorations

Changed	Questions	Current Version	Proposed Version
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments: B. Writings: Critique of a contemporary live & video dance performances by professional companies Method of Evaluation: B. Evaluation of student's weekly journals and critique of live & video performances based on a more sophisticated ability to logically state and support opinions and impressions of the dance form. Outline: I. Identify and analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: I. Identify and analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: I. Identify and analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline: H. Apply and practice basic exercise physiology to dance technique and healthy nutritional practices for the contemporary dancer. 1. Differentiate theories of anaerobic vs. aerobic exercise a. Develop cardiovascular endurance b. Employ aerobic training c. Improve efficiency and body mechanics 2. Comprehend nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes, males and females a. Recognize a balanced diet for wellness b. Appreciate importance of eating before class c. Appreciate importance of post class food and fluids 3. Comprehend flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, males and females a. Employ techniques for overall flexibility b. Use theories about stretching during warm-up c. Use theories about stretching post exercise 4. Actively practice techniques to avoid common injuries to the contemporary dancer I. Identify and analyze Perspectives on Gender and society. 1. Early 20th century a new movement in dance. 2. Modern dance began in America and Germany. 3. Rebellion against Society and Gender boundaries. 4. Revolt against the predominate theatrical dance form of its time "ballet" which emphasized formal design and patterned movement.

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	DANCD023C
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000545320

Articulation

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

De Anza College

Change Report

08/01/2024

Summary of Changes

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

Section	Changed field
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
D-Matrix Form	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.

Section	Changed field
D-Matrix Form	Objective 2: Investigate the use of mathematics in real world.
D-Matrix Form	Objective 3: Explore functions.
D-Matrix Form	Objective 4: Develop linear function models.
D-Matrix Form	Objective 5: Use systems of two linear equations to solve real world problems.
D-Matrix Form	Objective 10: Investigate the characteristics of rational expressions.
D-Matrix Form	Objective 11: Develop skills to work with radical expressions.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
E-Matrix Form	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.
E-Matrix Form	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.
E-Matrix Form	Objective 4: Develop linear function models to solve problems.
E-Matrix Form	Objective 5: Use systems of two linear equations to solve real-world problems.
E-Matrix Form	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Course Philosophy	Course Philosophy
Foothill Equivalency	Foothill Course ID
Foothill Equivalency	Does the course have a Foothill equivalent?
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Mi Chang	• Ravjeet Singh
	Course ID (CB01A and CB01B)	ECOND001.	ECOND001.
	Course Control Number	CCC000194073	CCC000194073
	Course Title (CB02)	Principles of Macroeconomics	Principles of Macroeconomics

Changed	Field	Current Version	Proposed Version
	Short Course Title	PRIN MACROECONOMICS	PRIN MACROECONOMICS
	TOP Code (CB03)	2204.00	2204.00 Economics
	CIP Code	Economics, General.	45.0601 Economics, General.
	Department	ECON - Economics	ECON - Economics
❗	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	An introduction to macroeconomics focusing on aggregate economic analysis. Topics covered will include market systems, aggregate measures of economic activity including national income accounting, macroeconomic equilibrium, money and the banking system, money and the price level, classical macro theory, Keynesian macro theory, monetary and fiscal policy,international trade and economic growth.	~~An introduction to~~ This is an introductory course in macroeconomics ~~focusing~~ which focuses on aggregate economic analysis. Topics covered will include market systems, aggregate measures of economic activity including national income accounting, macroeconomic equilibrium, money and the banking system, money and the price level, classical macro theory, Keynesian macro theory, monetary and fiscal policy,international trade and economic ~~growth.~~ growth.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• Online	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Economics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - ECONOMICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a General Education requirement for Area D at De Anza, CSU and Area (4B) IGETC. This course belongs on the AA degree in Economics. The analytical tools developed in this course can be used to understand the contemporary issues including the workings of the US economy and other countries and to address how current policy initiatives affect their macroeconomic performance.	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a General Education requirement for Area D at De Anza, CSU and Area (4B) IGETC. This course belongs on the AA degree in Economics. The analytical tools developed in this course can be used to understand the contemporary issues including the workings of the US economy and other countries and to address how current policy initiatives affect their macroeconomic performance.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	Principles of Macroeconomics (Econ 1) provides students with a foundational understanding of the broader economic forces that affect the general economy. This course explains how the choices of individual economic agents lead to aggregate results and trends that influence national economies. The course will develop critical thinking, analytical skills, and a solid economic intuition among students, preparing them to comprehend and engage with the complexities of the macroeconomic world. This includes the ability to interpret economic data, apply assumptions of different economic schools of thought to fiscal and monetary policy, and understand how institutions (the economic, political, and legal systems) determine a country's standard of living.

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	ECON D001
!	**Does the course have a Foothill equivalent?**	No	~~No~~ Yes

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Management **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Management **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Management **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Management **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Associate in Arts in Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Associate in Arts in Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Global Studies	**Associated Program** Global Studies

Changed	Field	Current Version	Proposed Version
		Award Type zZ_Skills Certificate	**Award Type** zZ_Skills Certificate
		Associated Program CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program Business Administration 2.0 for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Business Administration 2.0 for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Business Administration 2.0 for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Business Administration 2.0 for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Associate in Arts in Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Associate in Arts in Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Global Studies **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Global Studies **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Global Studies **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Global Studies **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Global Studies **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Global Studies **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Global Studies **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Global Studies **Award Type** Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program Associate in Arts in Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Associate in Arts in Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Global Studies for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Global Studies for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Associate in Arts in Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Associate in Arts in Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis)

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Arts (A.A.) Degree	**Award Type** Associate in Arts (A.A.) Degree
		Associated Program Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Associate in Science in Business Administration for Transfer 2.0 **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Associate in Science in Business Administration for Transfer 2.0 **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
!	**GE Information**	**System/Institution** De Anza GE **Area(s)** • 2GDX - Approved. **-** No value **System/Institution** C-ID **Area(s)** • ECON - Approved. **-** C-ID ECON 202 **System/Institution** IGETC **Area(s)** • IG4X - Approved. **-** No value **System/Institution** CSU GE **Area(s)** • CGDY - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2GDX - Approved. **-** No value **System/Institution** C-ID **Area(s)** • ECON - Approved. **-** C-ID ECON 202 **System/Institution** Cal-GETC **Area(s)** • CA4X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids In-class exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises.	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quiz Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom.
!	**Assignments**	1. Assigned readings from textbook and supplementary readings to enhance understanding of the material. 2. Assigned papers, or reports on topics related to material as well as essay exams. 3. Optional outside Internet materials and /or assignments.	1. Assign readings from textbook and supplementary readings to enhance understanding of the material. 2. Assign papers, or reports on topics related to material as well as essay exams. 3. Use Optional outside Internet materials and /or assignments.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Objective (multiple choice, true/false) portions of midterms and final exam will be used; the questions will involve quantitative problem solving 2. Short essay quizzes will be assigned in addition to the exam will be graded based on correct responses. 3. Oral participation/discussion, online debates. 4. Papers/Critical Essays/Short Answer questions on Exams will be graded based on correct responses. 5. Homework Problem Sets will be assigned and checked for completion. 6. Presentations will be used to assess understanding of the material covered in class and will be graded based on the quality of the presentations.	**Methods of Evaluation** **Methods of Evaluation** A.Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving. B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None. **Essential College Facilities:** • Availability and accessibility to Canvas platform for students registered in Hybrid and Online modalities of the class.

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Colander, D. "Economics". New York: McGraw-Hill Irwin.10th edition,2016. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Macroeconomics **Author** Colander, D. **Publisher** Mcgraw-hill **Date/Edition** 2019/11th **ISBN** 978-1260507058
		Title No value **Author** Cowen, T., & Tabarrok, A. "Modern Principles of Economics". New York: Worth 4th edition, 2017 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Modern Principles of Economics **Author** Cowen, T., & Tabarrok, A. **Publisher** Macmillan **Date/Edition** 2021/5th **ISBN** 9781319329518
		Title No value **Author** Hubbard, R.G., & O'Brien, A.P. "Macroeconomics", Pearson 6th edition, 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Economics **Author** Hubbard, R.G., & O'Brien, A.P. **Publisher** Pearson **Date/Edition** 2024/9th **ISBN** 9780138206369
		Title No value **Author** Mankiw, N.G. "Principles of Economics". Cengage Learning. 8th edition, 2018. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Principles of Macroeconomics **Author** Mankiw, N.G. **Publisher** Cengage **Date/Edition** 2024/10th **ISBN** 9780357723043
			Title Macroeconomics **Author** McConnell, C.R. Brue, S.L., & Flynn, S.M.

Changed	Field	Current Version	Proposed Version
		Title No value **Author** McConnell, C.R. Brue, S.L., & Flynn, S.M.: "Economics: Principles, Problems and Policies". New York: McGraw-Hill Irwin. 21st edition, 2018 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Publisher** McGraw-Hill **Date/Edition** 2024/23rd **ISBN** 9781265306991 **Title** Principles of Macroeconomics **Author** John B. Taylor and Akila Weerapana **Publisher** Flatworld **Date/Edition** 2023/10th **ISBN** 978-1-4533-4131-5

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Federal Reserve Website Resources **May include, but are not limited to**: No value **Reading List**: Financial Times **May include, but are not limited to**: No value **Reading List**: Wall Street Journal **May include, but are not limited to**: No value **Reading List**: Rittenberg, L., & Tregarthen, T. Principles of Economics. Flat World Knowledge. 2018 **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Recognize economic decision making within the context of social science. • Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. • Analyze Economic Growth Analysis and the Financial System. • Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. • Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. • Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. • Identify, analyze and evaluate international economic policies and programs.	• Recognize economic decision making within the context of social science. • Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. • Analyze Economic Growth Analysis and the Financial System. • Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. • Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. • Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. • Identify, analyze and evaluate international economic policies and programs.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Demonstrate how choices are made in the real world given limited resources. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate how choices are made in the real world given limited resources. **Expected SLO Performance** 0.0
		CSLOs Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context. **Expected SLO Performance** 0.0
		CSLOs Critique existing economic theories about Business Cycles in light of historical and current economic perspectives. **Expected SLO Performance** 0.0	**CSLOs** Critique existing economic theories about Business Cycles in light of historical and current economic perspectives. **Expected SLO Performance** 0.0
		CSLOs Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth. **Expected SLO Performance** 0.0	**CSLOs** Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Recognize economic decision making within the context of social science.
		    1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics)
		    2. Summarize and evaluate different views about economic methodology.
		    3. Formulate and examine the role of models in economic theorizing
		    4. How markets operate.
		    5. The basic resource categories
		    6. The global problem of scarcity and the basic economic questions each of the world's societies must answer
		    7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve
		    8. The distinction between potential and actual output
		2. Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.
		    1. GDP, GNP and productivity accounting.
		    2. CPI, PPI, GDP deflator.
		    3. National equilibrium, recessions and inflationary cycles.
		    4. Changes in Aggregate Demand, Expenditures and Growth
		    5. Evaluate the traditional approach that sees economics as deducing conclusions from assumptions based on introspection and casual observation.
		    6. Evaluate the Keynesian and Classical perspective of active national policy.
			1. Recognize economic decision making within the context of social science.
			    1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics)
			    2. Summarize and evaluate different views about economic methodology.
			    3. Formulate and examine the role of models in economic theorizing
			    4. How markets operate.
			    5. The basic resource categories
			    6. The global problem of scarcity and the basic economic questions each of the world's societies must answer
			    7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve
			    8. The distinction between potential and actual output
			2. Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.
			    1. GDP, GNP and productivity accounting.
			    2. CPI, PPI, GDP deflator.
			    3. National equilibrium, recessions and inflationary cycles.
			    4. Changes in Aggregate Demand, Expenditures and Growth
			    5. Evaluate the traditional approach that sees economics as deducing conclusions from assumptions based on introspection and casual observation.
			    6. Evaluate the Keynesian and Classical perspective of active national policy.

Changed	Field	Current Version	Proposed Version
		3. Analyze Economic Growth Analysis and the Financial System. 1. Economic Growth Analysis. 2. Role of Saving and Investment in economic Growth. 3. Interest Rates 4. Calculating price indexes, real and nominal income and income distribution. 4. Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. 1. Defining gross domestic product (GDP) 2. Comparing different ways of measuring GDP. 3. Measurement of Unemployment and other aspects of Labor force. 4. Analysis of Long Term/Natural Rate of Unemployment including Structural and Frictional Unemployment 5. Measurement of Inflation including Consumer Price Index and other Price Indices. 5. Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. 1. Identify and integrate independent variables for money demand 2. Define different measures of money and construct the money supply diagram 3. Analyzing monetary policy, the role of the Federal Reserve and the general price level. 1. Explaining the causal relation between	3. Analyze Economic Growth Analysis and the Financial System. 1. Economic Growth Analysis. 2. Role of Saving and Investment in economic Growth. 3. Interest Rates 4. Calculating price indexes, real and nominal income and income distribution. 4. Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. 1. Defining gross domestic product (GDP) 2. Comparing different ways of measuring GDP. 3. Measurement of Unemployment and other aspects of Labor force. 4. Analysis of Long Term/Natural Rate of Unemployment including Structural and Frictional Unemployment 5. Measurement of Inflation including Consumer Price Index and other Price Indices. 5. Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. 1. Identify and integrate independent variables for money demand 2. Define different measures of money and construct the money supply diagram 3. Analyzing monetary policy, the role of the Federal Reserve and the general price level. 1. Explaining the causal relation between

Changed	Field	Current Version	Proposed Version
		excess money growth and inflation 2. Describing and evaluating the classical quantity theory. 3. Interpreting and evaluating the modern quantity theory. 4. Describe and analyze the Federal Reserve System (the bank of the United States) and the banking system 1. Analyze the expansion and contraction of deposits and money 2. Identify and compare different central bank tools for managing the money supply 6. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. 1. Analyze, explain and evaluate macro theory 2. Explain and analyze different elements of classical macro theory such as Say's law. 1. Construct the classical model of the real goods market 2. Evaluate the predictive record of classical macro 3. Explain, interpret and evaluate Keynesian macro theory. 1. Identify and analyze equilibrium in the real goods market 2. Explain and apply multipliers 3. Appraise the predictive and explanatory power of Keynesian macro theory 4. Explaining and applying the aggregate supply (A/S)/aggregate demand (AD) model.	excess money growth and inflation 2. Describing and evaluating the classical quantity theory. 3. Interpreting and evaluating the modern quantity theory. 4. Describe and analyze the Federal Reserve System (the bank of the United States) and the banking system 1. Analyze the expansion and contraction of deposits and money 2. Identify and compare different central bank tools for managing the money supply 6. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. 1. Analyze, explain and evaluate macro theory 2. Explain and analyze different elements of classical macro theory such as Say's law. 1. Construct the classical model of the real goods market 2. Evaluate the predictive record of classical macro 3. Explain, interpret and evaluate Keynesian macro theory. 1. Identify and analyze equilibrium in the real goods market 2. Explain and apply multipliers 3. Appraise the predictive and explanatory power of Keynesian macro theory 4. Explaining and applying the aggregate supply (A/S)/aggregate demand (AD) model.

Changed	Field	Current Version	Proposed Version
		1. Construct AD curve 2. Construct AS curve with positive slope 3. Identify and analyze equilibrium 5. Define, analyze and evaluate monetary and fiscal policy. 1. Define monetary and fiscal policy 2. Analyze monetary policy in the Keynesian paradigm 3. Distinguish fiscal policy from automatic stabilizers 4. Evaluate the effectiveness of fiscal policy 5. Analysis of Deficit and Debt: Advantages and Disadvantages 7. Identify, analyze and evaluate international economic policies and programs. 1. Distinguish comparative and absolute advantage 2. Calculate comparative advantage and recognize its role in determining observed patterns of trade among different nations exhibiting different degrees of economic development such as Mexico, Thailand, Russia and the United States 3. Examine the benefits flowing from international trade 4. Identify the main trade restrictions (tariffs, etc.) and their rationale	1. Construct AD curve 2. Construct AS curve with positive slope 3. Identify and analyze equilibrium 5. Define, analyze and evaluate monetary and fiscal policy. 1. Define monetary and fiscal policy 2. Analyze monetary policy in the Keynesian paradigm 3. Distinguish fiscal policy from automatic stabilizers 4. Evaluate the effectiveness of fiscal policy 5. Analysis of Deficit and Debt: Advantages and Disadvantages 7. Identify, analyze and evaluate international economic policies and programs. 1. Distinguish comparative and absolute advantage 2. Calculate comparative advantage and recognize its role in determining observed patterns of trade among different nations exhibiting different degrees of economic development such as Mexico, Thailand, Russia and the United States 3. Examine the benefits flowing from international trade 4. Identify the main trade restrictions (tariffs, etc.) and their rationale
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Corequisite(s):	No Value	No Value
	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	EWRT D001A or EWRT D01AH or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2SS	No Value
❗	**Catalog Term (21-22)**	23-24	No Value
❗	**5 Year Revision Year (2021)**	2018	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	ECON 001	ECON 001
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	ECON	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**CTE Status**	No	No Value
❗	**DL Approval Date (MM/DD/YYYY)**	05/08/2018	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	239015	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	220400	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Percent**	100	No Value
	Curriculum Office Notes	• C-ID requirements also appr. 5/8/18 (effect. F19)-mkct • (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) • Requisite change appr. 1/17/23 (effect. F23).-cc	• C-ID requirements also appr. 5/8/18 (effect. F19)-mkct • (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) • Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated methods of instruction to reflect how course content is taught Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	OUTLINE: E-G, ASSIGNMENTS: A,B. METHODS OF EVALUATIONS:B & D Evaluate Macroeconomic policy from News, Speeches, Articles. Presentation by students in some classes and online forums and discussions in others.
!	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	OUTLINE: B&D, ASSIGNMENTS: A, METHODS OF EVALUATIONS: A Use Current events and data to evaluate macroeconomic cycles and trends in short papers and/or online discussion forums.
!	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	OUTLINE: E&F, ASSIGNMENTS: B&C, METHODS OF EVALUATIONS:C Analyze different viewpoints and dimensions of various macroeconomic issues including Unemployment, deficit, debt etc. and present with the relevant work cited section.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	METHODS OF EVALUATIONS: D Interpret and analyze the real world scenarios related to macroeconomic problems in short answer questions.
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	ASSIGNMENTS: A&B METHODS OF EVALUATIONS:D Discuss alternative policies' strengths and weaknesses in Short answer, graphical analysis, calculation questions and online forum discussions from news articles in others.

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**	No Value	OUTLINE: A-G METHODS OF EVALUATIONS: A, D The overall course is designed at the module level where the calculation of various economic statistics is the starting point followed by theoretical analysis of the problems and then using the policy solutions to fix the economic problems.
❗	**Objective 2: Investigate the use of mathematics in real world.**	No Value	OUTLINE: VB1,2 METHODS OF EVALUATIONS: A, D Calculate and analyze Consumer Price Index, Unemployment rate, Gross Domestic Product, growth rates
❗	**Objective 3: Explore functions.**	No Value	METHODS OF EVALUATIONS: A, D Analyze Economic Growth (Solow's Model), Calculate changes in Money supply and Inflation Model
❗	**Objective 4: Develop linear function models.**	No Value	METHODS OF EVALUATIONS: A, D Analyze the different components of Aggregate Demand- Aggregate Supply model
❗	**Objective 5: Use systems of two linear equations to solve real world problems.**	No Value	METHODS OF EVALUATIONS: A, D Analyze the relationship between Inflation and Interest rate changes.
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
!	**Objective 10: Investigate the characteristics of rational expressions.**	No Value	METHODS OF EVALUATIONS: A. Calculate Spending and Tax Multiplier in the context of government fiscal policy
!	**Objective 11: Develop skills to work with radical expressions.**	No Value	METHODS OF EVALUATIONS: A. Study compound Interest expressions to calculate the growth rates for different countries.

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**	No Value	METHODS OF EVALUATIONS: A Demonstrate skills in analyzing and estimating GDP, Unemployment Rate, Labor force Participation Rate and Consumer Price Index.
!	**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**	No Value	METHODS OF EVALUATIONS: A Analyze, graph and interpret the comparative Advantage (basis of Trade) and Production Possibility Frontier.
!	**Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**	No Value	METHODS OF EVALUATIONS: A Develop and use the Aggregate Demand and Aggregate Supply model for analyzing Business Cycles.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 4: Develop linear function models to solve problems.**	No Value	METHODS OF EVALUATIONS: A Analyze Economic growth using Production function.
❗	**Objective 5: Use systems of two linear equations to solve real-world problems.**	No Value	METHODS OF EVALUATIONS: A Interpret and use spending multiplier in the context of fiscal policy.
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
❗	**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**	No Value	METHODS OF EVALUATIONS: A & D Use mathematics as a relevant tool as mentioned above and also an additional tool to further understanding of concepts like Catch Up effect for countries etc.

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: V, B: Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	VII. Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments A. Assign readings from textbook and supplementary readings to enhance understanding of the material. B. Assign papers, or reports on topics related to material as well as essay exams. VII. Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom. VIII. Methods of Evaluating Objectives A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.
❗	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	V. (F.) Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	V. (F..G.) F. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. G. Identify, analyze and evaluate international economic policies and programs.
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	VII. Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom. VIII. Methods of Evaluating Objectives A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations. VIII. (C. and F.) C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.

De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version					
	Stage 2: Department Chair	No Value	No Value					
!	**Stage 3: Division Curriculum Representative**	No Value	**Date**	**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			2/24/24	RG - Div Rep	Mode of Delivery	Needs to be uploaded. The attachments for online/hybrid do not appear in the proposal section and need to be added.		I have already provided that.
	Stage 4: Division Dean	No Value	No Value					
	Stage 5: SLO Coordinator	No Value	No Value					

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 7: Content Review Matrix Liaison**	No Value	**Date**	**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			3/25/24	Zack Judson	Matrix A Matrix D Matrix E	Required	Please indicate where the various material listed under the objectives can be found under the Specifications tab (Assignments and/or Methods of Evaluation) and/or under the Outline tab The matrices you uploaded look fine.	Y
			4/8/24	Zack Judson	Matrix A, D, E	Required	Unfortunately, we need that information in the actual eLumen tabs A-Matrix, D-Matrix, E-Matrix.	

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 8: AVP - Instruction**	No Value	**Date**	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			4/16/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Hybrid and Online Delivery Request forms approved in 2022. What was attached are older forms.	Files Uploaded as requested: Y
			4/16/24	Gabriela Nocito for AVPI	Specifications - Suggested Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	**Suggested reading list Deleted as requested: Y**
			4/17/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please attach the correct Course Hybrid and Online Delivery Request forms approved in 2022. What was attached are older forms.	New forms for Online and Hybrid Modalities uploaded. Y
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ECOND001.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000194073

Articulation

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

De Anza College

Change Report

08/01/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	DL Approval Date (MM/DD/YYYY)

Section	Changed field
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
D-Matrix Form	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.
D-Matrix Form	Objective 2: Investigate the use of mathematics in real world.
D-Matrix Form	Objective 3: Explore functions.
D-Matrix Form	Objective 4: Develop linear function models.

Section	Changed field
D-Matrix Form	Objective 5: Use systems of two linear equations to solve real world problems.
D-Matrix Form	Objective 10: Investigate the characteristics of rational expressions.
D-Matrix Form	Objective 11: Develop skills to work with radical expressions.
E-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.
E-Matrix Form	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.
E-Matrix Form	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.
E-Matrix Form	Objective 4: Develop linear function models to solve problems.
E-Matrix Form	Objective 5: Use systems of two linear equations to solve real-world problems.
E-Matrix Form	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.
H-Matrix Form	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: AVP - Instruction
Course Philosophy	Course Philosophy
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Mi Chang	• Ravjeet Singh
	Course ID (CB01A and CB01B)	ECOND001H	ECOND001H
	Course Control Number	CCC000558476	CCC000558476
	Course Title (CB02)	Principles of Macroeconomics - HONORS	Principles of Macroeconomics - HONORS
	Short Course Title	PRIN MACROECONOMICS-HONORS	PRIN MACROECONOMICS-HONORS
	TOP Code (CB03)	2204.00	2204.00 Economics
	CIP Code	Economics, General.	45.0601 Economics, General.
	Department	ECON - Economics	ECON - Economics
!	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	An introduction to macroeconomics focusing on aggregate economic analysis. Topics covered will include market systems, aggregate measures of economic activity including national income accounting, macroeconomic equilibrium, money and the banking system, money and the price level, classical macro theory, Keynesian macro theory, monetary and fiscal policy,international trade and economic growth.	~~An introduction to~~ This is an introductory course in macroeconomics ~~focusing~~ which focuses on aggregate economic analysis. Topics covered will include market systems, aggregate measures of economic activity including national income accounting, macroeconomic equilibrium, money and the banking system, money and the price level, classical macro theory, Keynesian macro theory, monetary and fiscal policy,international trade and economic ~~growth.~~ growth.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• Online	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Economics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - ECONOMICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a General Education requirement for Area D at De Anza, CSU and Area (4B) IGETC. This course belongs on the AA degree in Economics. The analytical tools developed in this course can be used to understand the contemporary issues including the workings of the US economy and other countries and to address how current policy initiatives affect their macroeconomic performance. This course is the honors version of ECON D001. and as a result includes more advanced assignments and assessments.	This course is a major preparation requirement in the discipline of Economics as well as Business Majors for at least one CSU or UC. This course meets a General Education requirement for Area D at De Anza, CSU and Area (4B) IGETC. This course belongs on the AA degree in Economics. The analytical tools developed in this course can be used to understand the contemporary issues including the workings of the US economy and other countries and to address how current policy initiatives affect their macroeconomic performance. This course is the honors version of ECON D001. and as a result includes more advanced assignments and assessments.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	This is an Honors cohort for Principles of Macroeconomics class. Principles of Macroeconomics (Econ 1) provides students with a foundational understanding of the broader economic forces that affect the general economy. This course explains how the choices of individual economic agents lead to aggregate results and trends that influence national economies. The course will develop critical thinking, analytical skills, and a solid economic intuition among students, preparing them to comprehend and engage with the complexities of the macroeconomic world. This includes the ability to interpret economic data, apply assumptions of different economic schools of thought to fiscal and monetary policy, and understand how institutions (the economic, political, and legal systems) determine a country's standard of living.

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
❗	**Is this an honors/non-honors course?**	No value	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Management **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Management **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Management **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Management **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Associate in Arts in Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Associate in Arts in Journalism for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Global Studies **Award Type** zZ_Skills Certificate	**Associated Program** Global Studies **Award Type** zZ_Skills Certificate

Changed	Field	Current Version	Proposed Version
		Associated Program CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Business Administration 2.0 for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Business Administration 2.0 for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Business Administration 2.0 for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Business Administration 2.0 for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Associate in Arts in Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Associate in Arts in Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Global Studies **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Global Studies **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Global Studies **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Global Studies **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Global Studies **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Global Studies **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Global Studies **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Global Studies **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Associate in Arts in Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Associate in Arts in Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Global Studies for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Global Studies for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Associate in Arts in Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Associate in Arts in Political Science for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

Changed	Field	Current Version	Proposed Version
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Business and Computer Information Systems Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Law, Public Policy, and Society for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** Economics for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program Associate in Science in Business Administration for Transfer 2.0	**Associated Program** Associate in Science in Business Administration for Transfer 2.0

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Science for Transfer (A.S.-T.) Degree	**Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Social and Behavioral Sciences Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
!	**GE Information**	**System/Institution** De Anza GE **Area(s)** • 2GDX - Approved. **-** No value **System/Institution** C-ID **Area(s)** • ECON - Approved. **-** C-ID ECON 202 **System/Institution** IGETC **Area(s)** • IG4X - Approved. **-** No value **System/Institution** CSU GE **Area(s)** • CGDY - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2GDX - Approved. **-** No value **System/Institution** C-ID **Area(s)** • ECON - Approved. **-** C-ID ECON 202 **System/Institution** Cal-GETC **Area(s)** • CA4X - Approved. **-** No value

Weekly Student Hours - Profile Name: Default Profile

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

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
!	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids In-class exploration of Internet sites Quiz and examination review performed in class Collaborative learning and small group exercises.	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quiz Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom.
!	**Assignments**	1. Assigned material from text and supplementary readings covering material. 2. Assigned papers, or reports on topics related to material as well as essay exams. 3. Optional outside Internet materials and /or assignments. 4. Written research project (one research paper of 10-15 pages OR two shorter research papers of 5-7 pages each) and/or oral presentation of the research topic. 5. Completion of additional sets of problems that require a deeper understanding of the course material and that cover additional chapters of the textbook.	1. Assign readings from textbook and supplementary readings to enhance understanding of the material. 2. Assign papers, or reports on topics related to material as well as essay exams. 3. Use Optional outside Internet materials and /or assignments. 4. Assign written research project (one research paper of 10-15 pages OR two shorter research papers of 7-10 pages each) and/or oral presentation of the research topic. 5. Ensure completion of additional sets of problems that require a deeper understanding of the course material and that cover additional chapters of the textbook.

Changed	Field	Current Version	Proposed Version
!	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. Objective (multiple choice, true/false) portions of midterms and final exam will be used; the questions will involve quantitative problem solving 2. Short essay quizzes will be assigned in addition to the exam will be graded based on correct responses. 3. Oral participation/discussion, online debates. 4. Papers/Critical Essays/Short Answer questions on Exams will be graded based on correct responses. 5. Homework Problem Sets will be assigned and checked for completion. 6. Presentations will be used to assess understanding of the material covered in class and will be graded based on the quality of the presentations. 7. Honors research paper will be evaluated for the depth of analysis, critical thinking skills, a comprehensive discussion of the research topic, and the quality of the sources selected.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving. 2. Assign and grade short essay quizzes based on correct responses. 3. Hold Oral participation/discussion, online debates. 4. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. 5. Assign Homework Problem Sets and check for completion. 6. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations. 7. Evaluate the Honors research papers for the depth of analysis, critical thinking skills, a comprehensive discussion of the research topic, and the quality of the sources selected.

Changed	Field	Current Version	Proposed Version
!	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • None.	**Essential Student Materials:** • None **Essential College Facilities:** • Availability and accessibility to Canvas platform for students registered in Hybrid and Online modalities of the class.

Changed	Field	Current Version	Proposed Version
!	**Examples of Primary Texts and References**	**Title** No value **Author** Colander, D. "Economics". New York: McGraw-Hill Irwin 10th edition, 2016. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Macroeconomics **Author** Colander, D. **Publisher** Mcgraw-hill **Date/Edition** 2019/11th **ISBN** 978-1260507058
		Title No value **Author** Cowen, T., & Tabarrok, A. "Modern Principles of Economics". New York:4th edition, Worth 2017. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Modern Principles of Economics **Author** Cowen, T., & Tabarrok, A. **Publisher** Macmillan **Date/Edition** 2021/5th **ISBN** 9781319329518
		Title No value **Author** Hubbard, R.G., & O'Brien, A.P. "Macroeconomics". 6th edition, Pearson 2017 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Economics **Author** Hubbard, R.G., & O'Brien **Publisher** Pearson **Date/Edition** 2024/9th **ISBN** 9780138206369
		Title No value **Author** Mankiw, N.G. "Principles of Economics". Cengage Learning. 8th edition, 2018 **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Principles of Macroeconomics **Author** Mankiw, N.G. **Publisher** Cengage **Date/Edition** 2024/10th **ISBN** 9780357723043
		Title No value	**Title** Macroeconomics **Author** McConnell, C.R. Brue, S.L., & Flynn, S.M. **Publisher** McGraw-Hill **Date/Edition** 2024/23rd **ISBN** 9781265306991

Changed	Field	Current Version	Proposed Version
		Author McConnell, C.R. Brue, S.L., & Flynn, S.M.: "Economics: Principles, Problems and Policies". New York: McGraw-Hill Irwin. 21st edition, 2018	**Title** Principles of Macroeconomics
		Publisher No value	**Author** John B. Taylor and Akila Weerapana
		Date/Edition No value	**Publisher** Flatworld
		ISBN No value	**Date/Edition** 2023/10th
			ISBN 978-1-4533-4131-5

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: Federal Reserve Website Resources **May include, but are not limited to**: No value **Reading List**: Financial Times **May include, but are not limited to**: No value **Reading List**: Wall Street Journal **May include, but are not limited to**: No value **Reading List**: Rittenberg, L., & Tregarthen, T. Principles of Economics. Flat World Knowledge. 2018 **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Recognize economic decision making within the context of social science. • Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. • Analyze Economic Growth Analysis and the Financial System. • Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. • Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. • Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. • Identify, analyze and evaluate international economic policies and programs. • Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor.	• Recognize economic decision making within the context of social science. • Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena. • Analyze Economic Growth Analysis and the Financial System. • Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. • Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. • Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. • Identify, analyze and evaluate international economic policies and programs. • Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor.

Changed	Field	Current Version	Proposed Version
	CSLOs	**CSLOs** Demonstrate how choices are made in the real world given limited resources. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate how choices are made in the real world given limited resources. **Expected SLO Performance** 0.0
		CSLOs Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context. **Expected SLO Performance** 0.0	**CSLOs** Demonstrate a basic understanding of the workings of the US Economy and its institutions in a Global Context. **Expected SLO Performance** 0.0
		CSLOs Critique existing economic theories about Business Cycles in light of historical and current economic perspectives. **Expected SLO Performance** 0.0	**CSLOs** Critique existing economic theories about Business Cycles in light of historical and current economic perspectives. **Expected SLO Performance** 0.0
		CSLOs Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth. **Expected SLO Performance** 0.0	**CSLOs** Evaluate fiscal and monetary policy responses to macroeconomic instabilities such as unemployment, inflation and economic growth. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Recognize economic decision making within the context of social science.
		    1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics)
		    2. Summarize and evaluate different views about economic methodology.
		    3. Formulate and examine the role of models in economic theorizing
		    4. How markets operate.
		    5. The basic resource categories
		    6. The global problem of scarcity and the basic economic questions each of the world's societies must answer
		    7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve
		    8. The distinction between potential and actual output
		2. Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.
		    1. GDP, GNP and productivity accounting.
		    2. CPI, PPI, GDP deflator.
		    3. National equilibrium, recessions and inflationary cycles.
		    4. Changes in Aggregate Demand, Expenditures and Growth
		    5. Evaluate the traditional approach that sees economics as deducing conclusions from assumptions based on introspection and casual observation.
		    6. Evaluate the Keynesian and Classical perspective of active national policy.
		3. Analyze Economic Growth Analysis and the Financial System.
		    1. Economic Growth Analysis.
		    2. Role of Saving and Investment in economic Growth.
		    3. Interest Rates
			1. Recognize economic decision making within the context of social science.
			    1. Distinguish social sciences from natural sciences and formal sciences (logic and mathematics)
			    2. Summarize and evaluate different views about economic methodology.
			    3. Formulate and examine the role of models in economic theorizing
			    4. How markets operate.
			    5. The basic resource categories
			    6. The global problem of scarcity and the basic economic questions each of the world's societies must answer
			    7. The necessity of economic choice in global economic communities as illustrated through the production possibilities curve
			    8. The distinction between potential and actual output
			2. Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.
			    1. GDP, GNP and productivity accounting.
			    2. CPI, PPI, GDP deflator.
			    3. National equilibrium, recessions and inflationary cycles.
			    4. Changes in Aggregate Demand, Expenditures and Growth
			    5. Evaluate the traditional approach that sees economics as deducing conclusions from assumptions based on introspection and casual observation.
			    6. Evaluate the Keynesian and Classical perspective of active national policy.
			3. Analyze Economic Growth Analysis and the Financial System.
			    1. Economic Growth Analysis.
			    2. Role of Saving and Investment in economic Growth.
			    3. Interest Rates

Changed	Field	Current Version	Proposed Version
		4. Calculating price indexes, real and nominal income and income distribution. 4. Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. 1. Defining gross domestic product (GDP) 2. Comparing different ways of measuring GDP. 3. Measurement of Unemployment and other aspects of Labor force. 4. Analysis of Long Term/Natural Rate of Unemployment including Structural and Frictional Unemployment 5. Measurement of Inflation including Consumer Price Index and other Price Indices. 5. Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. 1. Identify and integrate independent variables for money demand 2. Define different measures of money and construct the money supply diagram 3. Analyzing monetary policy, the role of the Federal Reserve and the general price level. 1. Explaining the causal relation between excess money growth and inflation 2. Describing and evaluating the classical quantity theory. 3. Interpreting and evaluating the modern quantity theory. 4. Describe and analyze the Federal Reserve System (the bank of the United States) and the banking system	4. Calculating price indexes, real and nominal income and income distribution. 4. Recognize and define National Income accounts as a macroeconomic phenomena, measurement and analysis of macroeconomic aggregates: unemployment and inflation. 1. Defining gross domestic product (GDP) 2. Comparing different ways of measuring GDP. 3. Measurement of Unemployment and other aspects of Labor force. 4. Analysis of Long Term/Natural Rate of Unemployment including Structural and Frictional Unemployment 5. Measurement of Inflation including Consumer Price Index and other Price Indices. 5. Recognize and define the relationships between monetary phenomena, including the linkage between the money supply/ demand and the price level, and central bank open market operations and the money supply. Illustrations of these relationships will be drawn from different societies in different historical periods. 1. Identify and integrate independent variables for money demand 2. Define different measures of money and construct the money supply diagram 3. Analyzing monetary policy, the role of the Federal Reserve and the general price level. 1. Explaining the causal relation between excess money growth and inflation 2. Describing and evaluating the classical quantity theory. 3. Interpreting and evaluating the modern quantity theory. 4. Describe and analyze the Federal Reserve System (the bank of the United States) and the banking system

Changed	Field	Current Version	Proposed Version
		1. Analyze the expansion and contraction of deposits and money 2. Identify and compare different central bank tools for managing the money supply	1. Analyze the expansion and contraction of deposits and money 2. Identify and compare different central bank tools for managing the money supply
		6. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. 1. Analyze, explain and evaluate macro theory 2. Explain and analyze different elements of classical macro theory such as Say's law. 1. Construct the classical model of the real goods market 2. Evaluate the predictive record of classical macro 3. Explain, interpret and evaluate Keynesian macro theory. 1. Identify and analyze equilibrium in the real goods market 2. Explain and apply multipliers 3. Appraise the predictive and explanatory power of Keynesian macro theory 4. Explaining and applying the aggregate supply (A/S)/aggregate demand (AD) model. 1. Construct AD curve 2. Construct AS curve with positive slope 3. Identify and analyze equilibrium 5. Define, analyze and evaluate monetary and fiscal policy. 1. Define monetary and fiscal policy 2. Analyze monetary policy in the Keynesian paradigm 3. Distinguish fiscal policy from automatic stabilizers 4. Evaluate the effectiveness of fiscal policy 5. Analysis of Deficit and Debt: Advantages and	6. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. 1. Analyze, explain and evaluate macro theory 2. Explain and analyze different elements of classical macro theory such as Say's law. 1. Construct the classical model of the real goods market 2. Evaluate the predictive record of classical macro 3. Explain, interpret and evaluate Keynesian macro theory. 1. Identify and analyze equilibrium in the real goods market 2. Explain and apply multipliers 3. Appraise the predictive and explanatory power of Keynesian macro theory 4. Explaining and applying the aggregate supply (A/S)/aggregate demand (AD) model. 1. Construct AD curve 2. Construct AS curve with positive slope 3. Identify and analyze equilibrium 5. Define, analyze and evaluate monetary and fiscal policy. 1. Define monetary and fiscal policy 2. Analyze monetary policy in the Keynesian paradigm 3. Distinguish fiscal policy from automatic stabilizers 4. Evaluate the effectiveness of fiscal policy 5. Analysis of Deficit and Debt: Advantages and

Changed	Field	Current Version	Proposed Version
		Disadvantages 7. Identify, analyze and evaluate international economic policies and programs. 1. Distinguish comparative and absolute advantage 2. Calculate comparative advantage and recognize its role in determining observed patterns of trade among different nations exhibiting different degrees of economic development such as Mexico, Thailand, Russia and the United States 3. Examine the benefits flowing from international trade 4. Identify the main trade restrictions (tariffs, etc.) and their rationale 8. Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor. 1. Income Inequality 2. Poverty 3. Discrimination 4. Finance 5. International Trade	Disadvantages 7. Identify, analyze and evaluate international economic policies and programs. 1. Distinguish comparative and absolute advantage 2. Calculate comparative advantage and recognize its role in determining observed patterns of trade among different nations exhibiting different degrees of economic development such as Mexico, Thailand, Russia and the United States 3. Examine the benefits flowing from international trade 4. Identify the main trade restrictions (tariffs, etc.) and their rationale 8. Demonstrate a deeper analytical understanding of economic concepts relating to various topics to be determined by the instructor. 1. Income Inequality 2. Poverty 3. Discrimination 4. Finance 5. International Trade
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra
	Corequisite(s):	No Value	No Value
	Advisory(ies):	EWRT D001A or EWRT D01AH or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	EWRT D001A or EWRT D01AH or ESL D005. Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	Advisory(ies) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)	(Not open to students with credit in the non-Honors related course.) (Admission into this course requires consent of the Honors Program Coordinator.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2SS	No Value
!	**Catalog Term (21-22)**	23-24	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	ECON 001H	ECON 001H
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	ECON	No Value
!	**Course Level**	DU	No Value

Changed	Questions	Current Version	Proposed Version
!	**College Code**	DA	No Value
	Course Characteristics	Honors	Honors
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
!	**DL Approval Date (MM/DD/YYYY)**	05/08/2018	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
!	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
!	**Noncredit Enhanced Funding Indicator**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	239015	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	220400	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• C-ID requirements also appr. 5/8/18 (effect. F19)-mkct (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) • Requisite change appr. 1/17/23 (effect. F23).-cc	• C-ID requirements also appr. 5/8/18 (effect. F19)-mkct (mc-changed 5-yr rev yr from 2019 to 2018 per redistribution) • Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	OUTLINE: E-G, ASSIGNMENTS: A,B. METHODS OF EVALUATIONS:B & D, Evaluate Macroeconomic policy from News, Speeches, Articles. Presentation by students in some classes and online forums and discussions in others.
!	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	OUTLINE: B&D, ASSIGNMENTS: A, METHODS OF EVALUATIONS: A Use Current events and data to evaluate macroeconomic cycles and trends in short papers and/or online discussion forums.
!	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	OUTLINE: E&F, ASSIGNMENTS: B&C, METHODS OF EVALUATIONS:C Analyze different viewpoints and dimensions of various macroeconomic issues including Unemployment, deficit, debt etc. and present with the relevant work cited section.

Changed	Questions	Current Version	Proposed Version
!	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	METHODS OF EVALUATIONS: D Interpret and analyze the real world scenarios related to macroeconomic problems in short answer questions.
!	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	OUTLINE: ASSIGNMENTS: A&B METHODS OF EVALUATIONS:D Discuss alternative policies' strengths and weaknesses in Short answer, graphical analysis, calculation questions and online forum discussions from news articles in others.

B-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.**	No Value	OUTLINE: A-G METHODS OF EVALUATIONS: A, D The overall course is designed at the module level where the calculation of various economic statistics is the starting point followed by theoretical analysis of the problems and then using the policy solutions to fix the economic problems.

Changed	Questions	Current Version	Proposed Version
!	**Objective 2: Investigate the use of mathematics in real world.**	No Value	OUTLINE: VB1,2 METHODS OF EVALUATIONS: A, D Calculate and analyze Consumer Price Index, Unemployment rate, Gross Domestic Product, growth rates.
!	**Objective 3: Explore functions.**	No Value	METHODS OF EVALUATIONS: A, D Analyze Economic Growth (Solow's Model), Calculate changes in Money supply and Inflation Model
!	**Objective 4: Develop linear function models.**	No Value	METHODS OF EVALUATIONS: A, D Analyze the different components of Aggregate Demand- Aggregate Supply model.
!	**Objective 5: Use systems of two linear equations to solve real world problems.**	No Value	METHODS OF EVALUATIONS: A, D Analyze the relationship between Inflation and Interest rate changes.
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
!	**Objective 10: Investigate the characteristics of rational expressions.**	No Value	METHODS OF EVALUATIONS:A Calculate Spending and Tax Multiplier in the context of government fiscal policy

Changed	Questions	Current Version	Proposed Version
❗	**Objective 11: Develop skills to work with radical expressions.**	No Value	METHODS OF EVALUATIONS:A Study compound Interest expressions to calculate the growth rates for different countries.

E-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Elementary algebra or equivalent (or higher), or appropriate placement beyond elementary algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.**	No Value	METHODS OF EVALUATIONS: A Demonstrate skills in analyzing and estimating GDP, Unemployment Rate, Labor force Participation Rate and Consumer Price Index.
❗	**Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.**	No Value	METHODS OF EVALUATIONS: A Analyze, graph and interpret the comparative Advantage (basis of Trade) and Production Possibility Frontier.

Changed	Questions	Current Version	Proposed Version
!	**Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.**	No Value	METHODS OF EVALUATIONS: A Develop and use the Aggregate Demand and Aggregate Supply model for analyzing Business Cycles.
!	**Objective 4: Develop linear function models to solve problems.**	No Value	METHODS OF EVALUATIONS: A Analyze Economic growth using Production function.
!	**Objective 5: Use systems of two linear equations to solve real-world problems.**	No Value	METHODS OF EVALUATIONS: A Interpret and use spending multiplier in the context of fiscal policy.
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
!	**Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.**	No Value	METHODS OF EVALUATIONS: A & D Use mathematics as a relevant tool as mentioned above and also an additional tool to further understanding of concepts like Catch Up effect for countries etc.

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
!	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	Honors Cohort: Students enrolled in Honors cohort will be writing 2 research papers and are expected to commit to a minimum of 15 hours of additional, rigorous study beyond the requirements of this course. Student's assignment is to explore research questions that relate to the course material within Macroeconomics but that are not covered in depth in the course and discuss their topic in form of a research paper. Students will explore their topics using multiple resources (journals, newspapers, textbooks, charts, graphs, tables, documentaries, etc.) For their research essay topics, Honors students are often encouraged to explore macroeconomic problems (e.g. Trade imbalances, hyperinflation, economic growth, resource curse etc.) in other parts of the world including but not limited to Latin America, Asia and Africa.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
!	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline: V, B: Define and measure basic macroeconomic phenomena - gross domestic product real and nominal, the price level, the unemployment rate, the money supply etc. - in diverse economies throughout the world; analyze the measurement of basic macroeconomic phenomena.
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	VII. Methods of Instruction: Use Lecture and visual aids. Provide In-class exploration of Internet sites. Provide exam review in class and hold Quizzes. Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Assignments A. Assign readings from textbook and supplementary readings to enhance understanding of the material. B. Assign papers, or reports on topics related to material as well as essay exams. VII. Methods of Instruction Use Lecture and visual aids Provide In-class exploration of Internet sites Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom. VIII. Methods of Evaluating Objectives A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. D. Grade Papers/Critical Essays/Short Answer questions on Exams based on correct responses. E. Assign Homework Problem Sets and check for completion. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	V. (F.) Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	V. (F..G.) F. Compare and contrast basic economic models, including classical macro theory, Keynesian macro theory and the recent revisions of rational expectations, supply-side and general equilibrium theories. G. Identify, analyze and evaluate international economic policies and programs.
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	VII. Methods of Instruction Use Lecture and visual aids. Provide In-class exploration of Internet sites. Provide exam review in class and hold Quizzes Encourage collaborative learning via small group exercises. For Hybrid and Online versions of the classes, Lectures will be offered in person/available on Canvas, Quizzes will be offered online and review sessions will be posted on Canvas. For hybrid versions of the classes, collaborative and small group exercises will be done in the classroom. VIII. Methods of Evaluating Objectives A. Provide Objective (multiple choice, true/false) portions of midterms and final exam including questions that will involve quantitative problem solving B. Assign and grade short essay quizzes based on correct responses. C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations. VIII. (C. and F.) C. Hold Oral participation/discussion, online debates. F. Use student Presentations to assess understanding of the material covered in class and grade based on the quality of the presentations.

De Anza GE - ESGC Form

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
!	**Stage 3: Division Curriculum Representative**	No Value	**Date** / **Name - Role OR Tab** / **Part - Field** / **Type of Edit** / **Edit** / **Initiator - Indicate "Y" When Completed** **2/24/24** / RG - Div Rep / Mode of Delivery / Needs to be uploaded / Y / I have already provided that. Again, not sure about this. **2/24/24** / RG - Div Rep / Faculty Req / Needs to be completed / Y **2/24/24** / RG - Div Rep / Matrix / Needs citations / Y / We have never had citations for Matrix, so not sure about this.
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
	Stage 7: Content Review Matrix Liaison	No Value	**Date**	**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			3/25/24	Zack Judson	Matrix A Matrix D Matrix E	Required	Please indicate where the various information listed under the objectives can be found under the Specifications tab (Assignments and/or Methods of Evaluation) and/or under the Outline tab Thank you for your work.	Y
			4/4/24	Zack Judson	Matrix A, D, E	Required	Unfortunately, we need the information in the eLumen tabs (as opposed to the word documents you uploaded). I reviewed the matrices you uploaded and they look fine, so this should be the last time you hear from me.	Y

Changed	Questions	Current Version	Proposed Version					
!	**Stage 8: AVP - Instruction**	No Value	**Date**	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			4/16/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Hybrid Delivery Request form.	File Uploaded: Y
			4/16/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please attach the Course Online Delivery Request form.	File Uploaded: Y
			4/16/24	Gabriela Nocito for AVPI	Specifications - Suggested Reading List	Required	Please delete the Suggested Reading List as this part is reserved for English classes only.	Deleted as requested: Y
			4/17/24	Gabriela Nocito for AVPI	Basic Information - Proposal Details - Attachments	Required	Please note that old Online and Hybrid forms were attached. Please attach the forms approved in 2022.	New forms for Online and Hybrid Modalities uploaded: Y
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ECOND001H
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000558476

Articulation

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

De Anza College

Change Report

09/20/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Transferability & Gen. Ed. Options	GE Information
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Course Outline	Lab Outline
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code

Section	Changed field
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Basic Course Information
Summary of Revisions	Specifications
Summary of Revisions	Outline
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.

Section	Changed field
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison

Section	Changed field
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
!	**Faculty Initiator**	• Erik Woodbury	• Zuleyha Yuksek • Deming, Chris
	Course ID (CB01A and CB01B)	PHYSD002A	PHYSD002A
	Course Control Number	CCC000264424	CCC000264424
!	**Course Title (CB02)**	General Introductory Physics	General ~~Introductory Physics~~ Physics I
	Short Course Title	GEN INTROD PHYSICS	GEN INTROD PHYSICS
	TOP Code (CB03)	1902.00	1902.00 Physics, General
	CIP Code	Physics, General	40.0801 Physics, General
	Department	PHYS - Physics	PHYS - Physics
!	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	An elementary study of the basic physical laws describing the motion of bodies. Includes the study of oscillations, waves, and sound. Applications to everyday physical phenomena in problem solving using verbal logic, critical thinking, and mathematics. In the laboratory, explore experimental scientific procedures by comparing theoretical models to classic experiments using standard measurement techniques, basic uncertainty analysis, and graphical interpretations of data.	An elementary study of the basic physical laws describing the motion of bodies. Includes the study of oscillations, waves, and sound. Applications to everyday physical phenomena in problem solving using verbal logic, critical thinking, and mathematics. In the laboratory, explore experimental scientific procedures by comparing theoretical models to classic experiments using standard measurement techniques, basic uncertainty analysis, and graphical interpretations of data.
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Physics/Astronomy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - PHYSICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course satisfies the major requirements for biology, architecture, life science majors. It satisfies De Anza GE, CSUGE and IGETC. It satisfies the Liberal Arts A.A. Degree, Science, Math and Engineering Emphasis. It is UC and CSU transferable. PHYS D002A focuses on Classical Mechanics.	This course satisfies the ~~major requirements for biology, architecture, life science majors. It satisfies De Anza GE, CSUGE and IGETC. It satisfies the~~ Liberal Arts A.A. Degree, Science, Math and Engineering Emphasis. It is UC and CSU transferable. ~~PHYS D002A~~ This course focuses on Classical Mechanics.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	

Changed	Field	Current Version	Proposed Version
	Does the course have a Foothill equivalent?	No	No

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Environmental Science for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Environmental Science for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Associate in Science in Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Associate in Science in Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program CSU GE	**Associated Program** CSU GE

Changed	Field	Current Version	Proposed Version
		Award Type Certificate of Achievement-Advanced (COA-A)	**Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Biological Sciences **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Biological Sciences **Award Type** Associate in Science (A.S.) Degree
		Associated Program Biological Sciences	**Associated Program** Biological Sciences

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Science (A.S.) Degree	**Award Type** Associate in Science (A.S.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved
!	**GE Information**	**System/Institution** De Anza GE **Area(s)** • 2GBX - Approved. **-** No value	**System/Institution** De Anza GE **Area(s)** • 2GBX - Approved. **-** No value
		System/Institution C-ID **Area(s)** • PHYS - Approved. **-** PHYS D002A & PHYS D002B & PHYS D002C required for C-ID PHYS 100 S	**System/Institution** C-ID **Area(s)** • PHYS - Approved. **-** PHYS D002A & PHYS D002B & PHYS D002C required for C-ID PHYS 100 S
		System/Institution IGETC **Area(s)** • IG5A - Approved. • IG5C - Approved. **-** No value	**System/Institution** Cal-GETC **Area(s)** • CA5A - Approved. • CA5C - Approved. **-** No value
		System/Institution CSU GE **Area(s)** • CGB1 - Approved. • CGB3 - Approved. **-** No value	

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	48	48

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	84	84
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion and problem solving performed in class Quiz and examination review performed in class Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction**: Methods of Instruction **Methods of Instruction**: Lecture and visual aids Discussion and problem solving performed in class Quiz and examination review performed in class Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
	Assignments	1. Daily and weekly readings from the text 2. Weekly readings from the laboratory manual 3. Weekly written assignments from the text and lectures 4. Written laboratory records during each week of lab	1. Daily and weekly readings from the text 2. Weekly readings from the laboratory manual 3. Weekly written assignments from the text and lectures 4. Written laboratory records during each week of lab

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

Changed	Field	Current Version		Proposed Version	
		Methods of Evaluation	1. The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, hand-written verbal answers to quizzes involving lucid sentence constructions, and detailed,clearly explained mathematical solutions to exam problems. 2. Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of laboratory notebooks. 3. Exams are objective written tests to demonstrate the student's understanding of the course material. 4. A laboratory based final examination involving	**Methods of Evaluation**	1. The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, hand-written verbal answers to quizzes involving lucid sentence constructions, and detailed,clearly explained mathematical solutions to exam problems. 2. Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of laboratory notebooks. 3. Exams are objective written tests to demonstrate the student's understanding of the course material. 4. A laboratory based final examination involving

Changed	Field	Current Version	Proposed Version
		"hands on" practical evaluations demonstrating the understanding of the learning outcomes listed in the student learning outcomes section. 5. A two hour comprehensive lecture final that includes the testing of verbal and conceptual understanding as well as mathematical and computational competency with respect to the theoretical basis and problem solving aspects of the class. The comprehensive final will test the overall understanding of the learning outcomes listed in the student learning outcomes section.	"hands on" practical evaluations demonstrating the understanding of the learning outcomes listed in the student learning outcomes section. 5. A two hour comprehensive lecture final that includes the testing of verbal and conceptual understanding as well as mathematical and computational competency with respect to the theoretical basis and problem solving aspects of the class. The comprehensive final will test the overall understanding of the learning outcomes listed in the student learning outcomes section.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Laboratory notebook, lab exercise book, ruler, scientific calculator **Essential College Facilities:** • Physics laboratory	**Essential Student Materials:** • Laboratory notebook, lab exercise book, ruler, scientific calculator **Essential College Facilities:** • Physics laboratory
!	**Examples of Primary Texts and References**	**Title** No value **Author** *Halliday, Resnick, and Walker, "Fundamentals of Physics", 10th edition, Wiley, 2013. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Dickson/Newton., "Physics 2A Laboratory Exercises", De Anza Printing Services, 2010. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Fundamentals of Physics **Author** David Halliday, Robert Resnick, Jearl Walker **Publisher** Wiley **Date/Edition** 2021 / 12th edition **ISBN** 978-1-119-80112-2 **Title** Physics 2A Laboratory Exercises **Author** Dickson / Newton **Publisher** De Anza Printing Services **Date/Edition** 2010 **ISBN** No value

Changed	Field	Current Version	Proposed Version
!	**Suggested Reading List**	**Reading List**: James S.Walker, "Physics", 4th edition, Pearson, 2009. **May include, but are not limited to**: No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Analyze physical situations and solve problems in one dimensional kinematics. • Examine vector methods as applicable to physical situations. • Analyze physical situations in two dimensions and solve kinematical problems associated with them. • Examine Newton's laws of motion and solve problems associated with them. • Explore the concepts of work, energy, and energy conservation. • Investigate momentum and momentum conservation. • Discuss rotational kinematics and dynamics • Analyze the equilibrium of rigid bodies. • Study and discuss vibrations and waves. • Explore the properties of sound. • Examine the success of mechanics from its European origins to its eventual global influence as a paradigm transcending any particular cultural perspective.	• Analyze physical situations and solve problems in one dimensional kinematics. • Examine vector methods as applicable to physical situations. • Analyze physical situations in two dimensions and solve kinematical problems associated with them. • Examine Newton's laws of motion and solve problems associated with them. • Explore the concepts of work, energy, and energy conservation. • Investigate momentum and momentum conservation. • Discuss rotational kinematics and dynamics • Analyze the equilibrium of rigid bodies. • Study and discuss vibrations and waves. • Explore the properties of sound. • Examine the success of mechanics from its European origins to its eventual global influence as a paradigm transcending any particular cultural perspective.

Changed	Field	Current Version	Proposed Version
!	CSLOs	**CSLOs** Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of mechanics. **Expected SLO Performance** 0.0	**CSLOs** Examine critically new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of mechanics. **Expected SLO Performance** 0.0
		CSLOs Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories. **Expected SLO Performance** 0.0	**CSLOs** Take precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Analyze physical situations and solve problems in one dimensional kinematics.
		    1. Discuss the basic properties of motion.
		        1. Define and discuss displacement.
		        2. Define and discuss velocity.
		        3. Define and discuss acceleration.
		    2. Explain, derive, and apply the kinematical formulas to physical situations.
		2. Examine vector methods as applicable to physical situations.
		    1. Define the polar form and component forms of vectors.
		    2. Examine the addition and subtraction of vectors.
		3. Analyze physical situations in two dimensions and solve kinematical problems associated with them.
		    1. Apply vectors to problem solving for relative velocity.
		    2. Apply vectors to problem solving for projectile motion problems.
		4. Examine Newton's laws of motion and solve problems associated with them.
		    1. Define mass and inertia.
		    2. Examine and discuss force.
		    3. Discuss and examine Newton's three laws of motion.
		    4. Apply Newton's laws to problem solving.
		5. Explore the concepts of work, energy, and energy conservation.
		    1. Define and discuss work.
		    2. Define and discuss the forms of energy.
			1. Analyze physical situations and solve problems in one dimensional kinematics.
			    1. Discuss the basic properties of motion.
			        1. Define and discuss displacement.
			        2. Define and discuss velocity.
			        3. Define and discuss acceleration.
			    2. Explain, derive, and apply the kinematical formulas to physical situations.
			2. Examine vector methods as applicable to physical situations.
			    1. Define the polar form and component forms of vectors.
			    2. Examine the addition and subtraction of vectors.
			3. Analyze physical situations in two dimensions and solve kinematical problems associated with them.
			    1. Apply vectors to problem solving for relative velocity.
			    2. Apply vectors to problem solving for projectile motion problems.
			4. Examine Newton's laws of motion and solve problems associated with them.
			    1. Define mass and inertia.
			    2. Examine and discuss force.
			    3. Discuss and examine Newton's three laws of motion.
			    4. Apply Newton's laws to problem solving.
			5. Explore the concepts of work, energy, and energy conservation.
			    1. Define and discuss work.
			    2. Define and discuss the forms of energy.

Changed	Field	Current Version	Proposed Version
		3. Discuss the work energy theorem and apply it to problem solving. 6. Investigate momentum and momentum conservation. 1. Define and discuss momentum. 2. Define and discuss Newton's second law in momentum form. 1. Examine the conservation of momentum. 2. Analyze the use of impluse in problem solving. 3. Apply momentum theory to problems involving collisions. 7. Discuss rotational kinematics and dynamics 1. Define the rotational motion parameters of angular velocity and angular acceleration. 2. Examine and discuss the rotational kinematical formulas. 3. Assess rotational dynamics. 1. Define torque. 2. Examine Newton's second law for rotation. 3. Apply the conservation of angular momentum to problem solving. 8. Analyze the equilibrium of rigid bodies. 1. Define and discuss the center of mass. 2. Examine the equilibrium of rigid and statics applications in problem solving. 9. Study and discuss vibrations and waves.	3. Discuss the work energy theorem and apply it to problem solving. 6. Investigate momentum and momentum conservation. 1. Define and discuss momentum. 2. Define and discuss Newton's second law in momentum form. 1. Examine the conservation of momentum. 2. Analyze the use of impluse in problem solving. 3. Apply momentum theory to problems involving collisions. 7. Discuss rotational kinematics and dynamics 1. Define the rotational motion parameters of angular velocity and angular acceleration. 2. Examine and discuss the rotational kinematical formulas. 3. Assess rotational dynamics. 1. Define torque. 2. Examine Newton's second law for rotation. 3. Apply the conservation of angular momentum to problem solving. 8. Analyze the equilibrium of rigid bodies. 1. Define and discuss the center of mass. 2. Examine the equilibrium of rigid and statics applications in problem solving. 9. Study and discuss vibrations and waves.

Changed	Field	Current Version	Proposed Version
		1. Examine and discuss the defining characteristics of oscillating systems. 2. Analyze the dynamics of simple harmonic motion. 3. Analyze and discuss the energy properties of simple harmonic motions. 4. Examine wave motion and the types of waves. 10. Explore the properties of sound. 1. Discuss and define the sources of sound waves. 2. Define wave refraction. 3. Examine interference and diffraction. 4. Discuss the Doppler effect. 11. Examine the success of mechanics from its European origins to its eventual global influence as a paradigm transcending any particular cultural perspective. 1. Address contributions to physics from people from diverse cultural backgrounds including, as appropriate, women's contributions to the field and non-European contributions. 2. Analyze the failure of the Aristotelian model of the physical world 3. Appraise the conflict between Galileo's insights and the Italian Inquisition's opposition to them 4. Assess the failure of the Ptolemaic model and its replacement by the Copernican model	1. Examine and discuss the defining characteristics of oscillating systems. 2. Analyze the dynamics of simple harmonic motion. 3. Analyze and discuss the energy properties of simple harmonic motions. 4. Examine wave motion and the types of waves. 10. Explore the properties of sound. 1. Discuss and define the sources of sound waves. 2. Define wave refraction. 3. Examine interference and diffraction. 4. Discuss the Doppler effect. 11. Examine the success of mechanics from its European origins to its eventual global influence as a paradigm transcending any particular cultural perspective. 1. Address contributions to physics from people from diverse cultural backgrounds including, as appropriate, women's contributions to the field and non-European contributions. 2. Analyze the failure of the Aristotelian model of the physical world 3. Appraise the conflict between Galileo's insights and the Italian Inquisition's opposition to them 4. Assess the failure of the Ptolemaic model and its replacement by the Copernican model

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes

❗	**Lab Outline**	1. Measurement and Uncertainties
		2. Density
		3. Projectile motion
		4. Friction
		5. The Atwood's machine
		6. Centripetal acceleration
		7. The slingshot
		8. Ballistic pendulum
		9. The pendulum
		10. Oscillations and the mass on a spring
		11. Analyze data in the laboratory using graphical, statistical, and computer based techniques.
		    1. Take accurate measurements with confidence and understand the uncertainties associated with them.
		    2. Analyze data to induce scientific conclusions.
		    3. Collaborate with others as a team to produce collective results.
			1. Measurement and Uncertainties
			2. Density
			3. Projectile motion
			4. Friction
			5. The Atwood's machine
			6. Centripetal acceleration
			7. The slingshot
			8. Ballistic pendulum
			9. The pendulum
			10. Oscillations and the mass on a spring
			11. Analyze data in the laboratory using graphical, statistical, and computer based techniques.
			    1. Take accurate measurements with confidence and understand the uncertainties associated with them.
			    2. Analyze data to induce scientific conclusions.
			    3. Collaborate with others as a team to produce collective results.
			    4. Discuss and analyze results with the lab group

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	MATH D001A or MATH D01AH (may be taken concurrently)	MATH D001A or MATH D01AH (may be taken concurrently)
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	PHYS D050.	PHYS D050.
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2PS	No Value
❗	**Catalog Term (21-22)**	23-24	No Value
❗	**5 Year Revision Year (2021)**	2018	No Value

Changed	Questions	Current Version	Proposed Version
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	PHYS 002A	PHYS 002A
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	PHYS	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Organization Code**	235003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	190200	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
❗	**Basic Course Information**	No Value	Course justification update
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated textbooks and references to reflect current publications
❗	**Outline**	No Value	Added lab topic(s)
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

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

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

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Course Objective K1-K4 : Examine the success of mechanics from its European origins to its eventual global influence as a paradigm transcending any particular cultural perspective.
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignment A : Daily and weekly readings from the text Assignment B: Weekly readings from the laboratory manual
!	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Method of Evaluation B: Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of laboratory notebooks.
!	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Assignment C: Weekly written assignments from the text and lectures
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value

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

C-Matrix Form

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

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

D-Matrix Form

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

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

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

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value

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

F-Matrix Form

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

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

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

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline A1-A2 : Analyze physical situations and solve problems in one dimensional kinematics. Course Outline C1-C2 : Analyze physical situations in two dimensions and solve kinematical problems associated with them. Course Outline D1- D4 : Examine Newton's laws of motion and solve problems associated with them. Course Outline E1-E3: Explore the concepts of work, energy, and energy conservation. Course Outline G1-G3: Discuss rotational kinematics and dynamics

Changed	Questions	Current Version	Proposed Version
!	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Lab Course Outline K4: Discuss and analyze results with the lab group Method of Evaluation E - A two hour comprehensive lecture final that includes the testing of verbal and conceptual understanding as well as mathematical and computational competency with respect to the theoretical basis and problem solving aspects of the class. The comprehensive final will test the overall understanding of the learning outcomes listed in the student learning outcomes section. Assignment C - Weekly written assignments from the text and lectures Method of Evaluation A - The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, hand-written verbal answers to quizzes involving lucid sentence constructions, and detailed, clearly explained mathematical solutions to exam problems. Lab Course Outline K3: Collaborate with others as a team to produce collective results.
!	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Method of Evaluation B - Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of laboratory notebooks. Assignment D - Written laboratory records during each week of lab Method of Evaluation A - The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, hand-written verbal answers to quizzes involving lucid sentence constructions, and detailed, clearly explained mathematical solutions to exam problems.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline K2-K4 : Examine the success of mechanics from its European origins to its eventual global influence as a paradigm transcending any particular cultural perspective. Course Outline K1: Address contributions to physics from people from diverse cultural backgrounds including, as appropriate, women's contributions to the field and non-European contributions.
!	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Course Outline K1-K4 : Examine the success of mechanics from its European origins to its eventual global influence as a paradigm transcending any particular cultural perspective.

Changed	Questions	Current Version	Proposed Version
!	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Method of Evaluation D - A laboratory based final examination involving "hands on" practical evaluations demonstrating the understanding of the learning outcomes listed in the student learning outcomes section.

De Anza GE - ESGC Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

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

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 5: SLO Coordinator**	No Value	**Date**	**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			5/14/2024	Mary Pape - SLO Outcome	CSLO #2	Required	"Gain confidence in ..." is not assessible. Reword. Suggestion: "Take precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories."	

Changed	Questions	Current Version	Proposed Version					
!	**Stage 7: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			6/24/24	Matrix G or Req/Adv		Required	Clarify whether or not Math 1A can be taken concurrently (as stated in your Req/Adv tab) or must be taken prior to (as stated in your Matrix G)	Math 1A is prerequisite in both Req/Adv tab and Matrix G. But, Math 1AH is taken concurrently as stated in Req/Adv tab. Please let me know how to update it. Thanks
			6/26/24	Matrix G or Req/Adv		Required	For an OR requisite statement the requisite must be the same for this courses. This means that both Math 1A and Math 1AH must be listed as a prerequisite (must be taken prior) or Math 1A and Math 1AH must be listed as a prerequisite (may be taken concurrently). If you have additional questions, please feel free to email me.	Y
	Stage 8: AVP - Instruction	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					

Changed	Questions	Current Version	Proposed Version
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	PHYSD002A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000264424

Articulation

Changed	Field	Current Version

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

De Anza College

Change Report

09/20/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)

Section	Changed field
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Erik Woodbury	• Zuleyha Yuksek • Deming, Chris
	Course ID (CB01A and CB01B)	PHYSD002B	PHYSD002B

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000013978	CCC000013978
!	**Course Title (CB02)**	General Introductory Physics	General ~~Introductory Physics~~ Physics II
	Short Course Title	GEN INTROD PHYSICS	GEN INTROD PHYSICS
	TOP Code (CB03)	1902.00	1902.00 Physics, General
	CIP Code	Physics, General	40.0801 Physics, General
	Department	PHYS - Physics	PHYS - Physics
!	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	The laws of mechanics applied to those of electricity and magnetism. An introduction to the physical properties of that fundamental quantity called charge. Includes the study of DC and AC circuits and their elementary applications. Concludes with electromagnetic waves. In the laboratory, learn to construct elementary circuits, measure and analyze their properties with electronic equipment including the oscilloscope, and study the behavior of moving charge in magnetic fields.	The laws of mechanics applied to those of electricity and magnetism. An introduction to the physical properties of that fundamental quantity called charge. Includes the study of DC and AC circuits and their elementary applications. Concludes with electromagnetic waves. In the laboratory, learn to construct elementary circuits, measure and analyze their properties with electronic equipment including the oscilloscope, and study the behavior of moving charge in magnetic fields.
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Physics/Astronomy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - PHYSICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course satisfies the major requirements for biology, architecture and life science majors for at least one CSU or UC. It satisfies the Liberal Arts A.A. Degree, Science, Math and Engineering Emphasis. PHYS D002B focuses on Electricity and Magnetism.	This course satisfies the major requirements for biology, architecture and life science majors for at least one CSU or UC. It satisfies the Liberal Arts A.A. Degree, Science, Math and Engineering Emphasis. PHYS D002B focuses on Electricity and Magnetism.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Environmental Science for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Environmental Science for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Associate in Science in Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Associate in Science in Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Biological Sciences **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Biological Sciences **Award Type** Associate in Science (A.S.) Degree
		Associated Program Biological Sciences	**Associated Program** Biological Sciences

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Science (A.S.) Degree	**Award Type** Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** C-ID **Area(s)** • PHYS - Approved. **-** PHYS D002A & PHYS D002B & PHYS D002C required for C-ID PHYS 100 S	**System/Institution** C-ID **Area(s)** • PHYS - Approved. **-** PHYS D002A & PHYS D002B & PHYS D002C required for C-ID PHYS 100 S

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	84	84
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Lecture and visual aids Discussion and problem solving performed in class Quiz and examination review performed in class Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion and problem solving performed in class Quiz and examination review performed in class Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
	Assignments	1. Daily and weekly readings from the text 2. Weekly readings from the laboratory manual 3. Weekly written assignments from the text and lectures 4. Written laboratory records during each week of lab	1. Daily and weekly readings from the text 2. Weekly readings from the laboratory manual 3. Weekly written assignments from the text and lectures 4. Written laboratory records during each week of lab

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, written verbal answers to quizzes involving lucid sentence constructions, and detailed, clearly explained mathematical solutions to exam problems. 2. Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of lab books. 3. Exams are objective written tests to demonstrate the student's understanding of the course material. 4. A laboratory based final examination involving "hands on" practical evaluations demonstrating the understanding of the learning outcomes listed in the student learning outcomes section. 5. A two hour comprehensive lecture final that includes the testing of verbal and conceptual understanding as well as mathematical and computational competency with respect to the theoretical basis and problem solving aspects of the class. The comprehensive final will test the overall understanding of the learning outcomes listed in the student learning outcomes section.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, written verbal answers to quizzes involving lucid sentence constructions, and detailed, clearly explained mathematical solutions to exam problems. 2. Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of lab books. 3. Exams are objective written tests to demonstrate the student's understanding of the course material. 4. A laboratory based final examination involving "hands on" practical evaluations demonstrating the understanding of the learning outcomes listed in the student learning outcomes section. 5. A two hour comprehensive lecture final that includes the testing of verbal and conceptual understanding as well as mathematical and computational competency with respect to the theoretical basis and problem solving aspects of the class. The comprehensive final will test the overall understanding of the learning outcomes listed in the student learning outcomes section.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Laboratory notebook, ruler, scientific calculator **Essential College Facilities:** • Physics Laboratory	**Essential Student Materials:** • Laboratory notebook, ruler, scientific calculator **Essential College Facilities:** • Physics Laboratory
!	**Examples of Primary Texts and References**	**Title** No value **Author** *Halliday, Resnick, and Walker, "Fundamentals of Physics", 10th edition, Wiley, 2013. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Newton, D. "Physics 2B Laboratory Exercises". De Anza Printing Services, 2010. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Fundamentals of Physics **Author** David Halliday, Robert Resnick, and Jearl Walker **Publisher** Wiley **Date/Edition** 2021 / 12th edition **ISBN** 978-1-119-80112-2 **Title** Physics 2B Laboratory Exercises **Author** David Newton **Publisher** De Anza Printing Services **Date/Edition** 2010 **ISBN** No value
!	**Suggested Reading List**	**Reading List** James S. Walker, "PHYSICS", 4th edition, Addison-Wesley, 2009. **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Analyze and apply the relevant principles of mechanices to solve problems involving charge and the electric force. • Examine electric potential and capacitance to solve problems. • Define and study DC and AC electric circuit theory and apply it to solve problems. • Apply the principles of magnetism to problem solving. • Analyze and examine electromagnetic induction. • Assess and examine electromagnetic (EM) waves. • Analyze data in the laboratory using graphical, statistical, and computer based techniques.	• Analyze and apply the relevant principles of mechanices to solve problems involving charge and the electric force. • Examine electric potential and capacitance to solve problems. • Define and study DC and AC electric circuit theory and apply it to solve problems. • Apply the principles of magnetism to problem solving. • Analyze and examine electromagnetic induction. • Assess and examine electromagnetic (EM) waves. • Analyze data in the laboratory using graphical, statistical, and computer based techniques.
!	**CSLOs**	**CSLOs**: Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of electricity and magnetism. **Expected SLO Performance**: 0.0 **CSLOs**: Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories. **Expected SLO Performance**: 0.0	**CSLOs**: Examine critically new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of electricity and magnetism. **Expected SLO Performance**: 0.0 **CSLOs**: Demonstrate ability to take precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Analyze and apply the relevant principles of mechanices to solve problems involving charge and the electric force.
		    1. Define electric charge and discuss its properties.
		    2. Examine Coulomb's force law.
		    3. Discuss the electric field.
		2. Examine electric potential and capacitance to solve problems.
		    1. Define electric potential and voltage.
		    2. Analyze and discuss equipotential lines.
		    3. Define capacitance.
		3. Define and study DC and AC electric circuit theory and apply it to solve problems.
		    1. Examine the electric battery.
		    2. Define and examine current.
		    3. Define Ohm's Law.
		    4. Study resistors in series and in parallel.
		    5. Define and examine Kirchhoff's rules.
		4. Apply the principles of magnetism to problem solving.
		    1. Define the magnetic field.
		    2. Explore the sources of magnetism.
		    3. Explore the force on an electric current in a magnetic field.
		    4. Define and discuss the force on an electric charge moving in a magnetic field.
		5. Analyze and examine electromagnetic induction.
		    1. Define magnetic flux and the concept of induced EMF.
		    2. Introduce and examine Faraday's law of induction and Lenz's Law.
		    3. Analyze "motional EMF".
		6. Assess and examine electromagnetic (EM) waves.
		    1. Examine the causes and production of EM waves.
		    2. Discuss and analyze light as an electromagnetic wave and the electromagnetic spectrum.
		    3. Analyze energy and EM waves.
		7. Analyze data in the laboratory using graphical, statistical, and computer based techniques.
		    1. Take accurate measurements with confidence and understand the uncertainties associated with them as pertaining to the use of electrical measuring instruments including multimeters and oscilloscopes.
		    2. Analyze data to induce scientific conclusions.
		    3. Collaborate with others as a team to produce collective results.
			1. Analyze and apply the relevant principles of mechanices to solve problems involving charge and the electric force.
			    1. Define electric charge and discuss its properties.
			    2. Examine Coulomb's force law.
			    3. Discuss the electric field.
			2. Examine electric potential and capacitance to solve problems.
			    1. Define electric potential and voltage.
			    2. Analyze and discuss equipotential lines.
			    3. Define capacitance.
			3. Define and study DC and AC electric circuit theory and apply it to solve problems.
			    1. Examine the electric battery.
			    2. Define and examine current.
			    3. Define Ohm's Law.
			    4. Study resistors in series and in parallel.
			    5. Define and examine Kirchhoff's rules.
			4. Apply the principles of magnetism to problem solving.
			    1. Define the magnetic field.
			    2. Explore the sources of magnetism.
			    3. Explore the force on an electric current in a magnetic field.
			    4. Define and discuss the force on an electric charge moving in a magnetic field.
			5. Analyze and examine electromagnetic induction.
			    1. Define magnetic flux and the concept of induced EMF.
			    2. Introduce and examine Faraday's law of induction and Lenz's Law.
			    3. Analyze "motional EMF".
			6. Assess and examine electromagnetic (EM) waves.
			    1. Examine the causes and production of EM waves.
			    2. Discuss and analyze light as an electromagnetic wave and the electromagnetic spectrum.
			    3. Analyze energy and EM waves.
			7. Analyze data in the laboratory using graphical, statistical, and computer based techniques.
			    1. Take accurate measurements with confidence and understand the uncertainties associated with them as pertaining to the use of electrical measuring instruments including multimeters and oscilloscopes.
			    2. Analyze data to induce scientific conclusions.
			    3. Collaborate with others as a team to produce collective results.

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Measuring resistance. 2. Construct a capacitor. 3. Measure current and voltages. 4. Learn how to use the oscilloscope. 5. Construct an RC circuit. 6. Study the magnetic force on a current. 7. Take accurate measurements with confidence and understand the uncertainties associated with them. 8. Analyze data using graphical, statistical, and computer based techniques. 9. Analyze data to induce scientific conclusions. 10. Collaborate with others as a team to produce collective results.	1. Measuring resistance. 2. Construct a capacitor. 3. Measure current and voltages. 4. Learn how to use the oscilloscope. 5. Construct an RC circuit. 6. Study the magnetic force on a current. 7. Take accurate measurements with confidence and understand the uncertainties associated with them. 8. Analyze data using graphical, statistical, and computer based techniques. 9. Analyze data to induce scientific conclusions. 10. Collaborate with others as a team to produce collective results.

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	PHYS D002A	PHYS D002A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2PS	No Value
!	**Catalog Term (21-22)**	23-24	No Value
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	PHYS 002B	PHYS 002B
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	PHYS	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	235003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	190200	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Course Objective C1-C5 : Define and study DC and AC electric circuit theory and apply it to solve problems. Course Objective G1-G3 : Analyze data in the laboratory using graphical, statistical, and computer based techniques. Method of Evaluation A: The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, written verbal answers to quizzes involving lucid sentence constructions, and detailed, clearly explained mathematical solutions to exam problems.
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignment A : Daily and weekly readings from the text Assignment B: Weekly readings from the laboratory manual

Changed	Questions	Current Version	Proposed Version
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Method of Evaluation B: Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of laboratory notebooks.
❗	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Assignment C: Weekly written assignments from the text and lectures
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	No Value

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

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

Changed	Questions	Current Version	Proposed Version
!	**Stage 5: SLO Coordinator**	No Value	

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/14/2024	Mary Pape – SLO Coordinator	CSLO #2	Required	“Gain confidence in . . .” is not assessable. Suggestion: “Take precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.”	

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
6/20/2024	Mary Pape – SLO Coordinator	Learning Outcomes – CSLO #2	Required	Begin outcome sentences with a Bloom’s Taxonomy verb (http://dilbert.fhda.edu/curriculum/ (http://dilbert.fhda.edu/curriculum/). Suggestion: "Demonstrate ability to take precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.”	Y

!	**Stage 7: Content Review Matrix Liaison**	No Value	**Date**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			6/26/24	Matrix B		Required	Please redo Matrix B using information from this course	Y
	Stage 8: AVP - Instruction	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 11: ESGC Faculty Coordinator	No Value	No Value					
	Stage 14: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version

Changed	Field	Current Version
	Curriculum ID	PHYSD002B
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000013978

Articulation

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

De Anza College

Change Report

09/20/2024

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Type (CB27)
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes and Objectives	CSLOs
Curriculum Office	Banner Start Term (202122)
Curriculum Office	Banner Division
Curriculum Office	Catalog Term (21-22)
Curriculum Office	5 Year Revision Year (2021)
Curriculum Office	Effective Quarter
Curriculum Office	Effective Year (2021)
Curriculum Office	Course Status Code
Curriculum Office	Banner Department
Curriculum Office	Course Level
Curriculum Office	College Code
Curriculum Office	CTE Status
Curriculum Office	Emergency Approval
Curriculum Office	Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)

Section	Changed field
Curriculum Office	Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)
Curriculum Office	Noncredit Enhanced Funding Indicator
Curriculum Office	In Service Indicator
Curriculum Office	Sports/Physical Education Course Indicator
Curriculum Office	COA Code
Curriculum Office	Fund Code
Curriculum Office	Organization Code
Curriculum Office	Account Code
Curriculum Office	Program Code
Curriculum Office	Percent
Curriculum Office	Print/No Print to Catalog
Summary of Revisions	Specifications
B-Matrix Form	Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.
B-Matrix Form	Objective 2: Develop analytical ideas and topics for essays.
B-Matrix Form	Objective 3: Compose and support thesis statements for analytical essays.
B-Matrix Form	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.
Comments	Stage 5: SLO Coordinator
Comments	Stage 7: Content Review Matrix Liaison
CTE Course	Is this a CTE (Career Technical Education) course?
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Erik Woodbury	• Zuleyha Yuksek • Deming, Chris
	Course ID (CB01A and CB01B)	PHYSD002C	PHYSD002C

Changed	Field	Current Version	Proposed Version
	Course Control Number	CCC000234469	CCC000234469
!	**Course Title (CB02)**	General Introductory Physics	General ~~Introductory Physics~~ Physics III
	Short Course Title	GEN INTROD PHYSICS	GEN INTROD PHYSICS
	TOP Code (CB03)	1902.00	1902.00 Physics, General
	CIP Code	Physics, General	40.0801 Physics, General
	Department	PHYS - Physics	PHYS - Physics
!	**Effective Term**	Fall 2023	Fall ~~2023~~ 2025
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Study fluids, optics, thermodynamics, and modern physics. In the laboratory, continue to deepen an understanding of scientific procedure by applying theoretical models to classic experiments.	Study fluids, optics, thermodynamics, and modern physics. In the laboratory, continue to deepen an understanding of scientific procedure by applying theoretical models to classic experiments.
!	**Course Type (CB27)**	No value	• Lower Division
!	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	**Discipline 1**	No value	• Physics/Astronomy
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	**FSA**	No value	• FHDA FSA - PHYSICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course satisfies the major requirements for biology, architecture, and life science majors for at least one CSU or UC. It satisfies the Liberal Arts A.A. Degree, Science, Math and Engineering emphasis. PHYS D002C focuses on Optics, Thermodynamics, and Modern Physics.	This course satisfies the major requirements for biology, architecture, and life science majors for at least one CSU or UC. It satisfies the Liberal Arts A.A. Degree, Science, Math and Engineering emphasis. PHYS D002C focuses on Optics, Thermodynamics, and Modern Physics.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Foothill Equivalency

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.
	Course Support Status (CB26)	Course is not a support course	Course is not a support course
	Repeat Limit	0	0
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Environmental Science for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Environmental Science for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Associate in Science in Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Associate in Science in Biology for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Liberal Arts (Science, Math and Engineering Emphasis) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Biological Sciences **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Biological Sciences **Award Type** Associate in Science (A.S.) Degree
		Associated Program Biological Sciences	**Associated Program** Biological Sciences

Changed	Field	Current Version	Proposed Version
		Award Type Associate in Science (A.S.) Degree	**Award Type** Associate in Science (A.S.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information	**System/Institution** C-ID **Area(s)** • PHYS - Approved. **-** PHYS D002A & PHYS D002B & PHYS D002C required for C-ID PHYS 100 S	**System/Institution** C-ID **Area(s)** • PHYS - Approved. **-** PHYS D002A & PHYS D002B & PHYS D002C required for C-ID PHYS 100 S

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4
	Lecture Hours - Out of Class	8	8
	Laboratory Hours - In Class	3	3
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	36	36
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	84	84
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	Variable Credit Course	☐	☐

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** Lecture and visual aids Discussion and problem solving performed in class Quiz and examination review performed in class Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises	**Methods of Instruction** Methods of Instruction **Methods of Instruction** Lecture and visual aids Discussion and problem solving performed in class Quiz and examination review performed in class Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises
	Assignments	1. Daily and weekly readings from the text 2. Weekly readings from the laboratory manual 3. Weekly written assignments from the text and lectures 4. Written laboratory records during each week of lab	1. Daily and weekly readings from the text 2. Weekly readings from the laboratory manual 3. Weekly written assignments from the text and lectures 4. Written laboratory records during each week of lab

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation** **Methods of Evaluation** 1. The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, hand written verbal answers to quizzes involving lucid sentence constructions, and detailed, clearly explained mathematical solutions to exam problems. 2. Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of lab books. 3. Exams are objective written tests to demonstrate the student's understanding of the course material. 4. A laboratory based final examination involving "hands on" practical evaluations demonstrating the understanding of the learning outcomes listed in the student learning outcomes section. 5. A two hour comprehensive lecture final that includes the testing of verbal and conceptual understanding as well as mathematical and computational competency with respect to the theoretical basis and problem solving aspects of the class. The comprehensive final will test the overall understanding of the learning outcomes listed in the student learning outcomes section.	**Methods of Evaluation** Methods of Evaluation **Methods of Evaluation** 1. The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, hand written verbal answers to quizzes involving lucid sentence constructions, and detailed, clearly explained mathematical solutions to exam problems. 2. Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of lab books. 3. Exams are objective written tests to demonstrate the student's understanding of the course material. 4. A laboratory based final examination involving "hands on" practical evaluations demonstrating the understanding of the learning outcomes listed in the student learning outcomes section. 5. A two hour comprehensive lecture final that includes the testing of verbal and conceptual understanding as well as mathematical and computational competency with respect to the theoretical basis and problem solving aspects of the class. The comprehensive final will test the overall understanding of the learning outcomes listed in the student learning outcomes section.

Changed	Field	Current Version	Proposed Version
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Laboratory notebook, ruler, scientific calculator **Essential College Facilities:** • Physics Laboratory	**Essential Student Materials:** • Laboratory notebook, ruler, scientific calculator **Essential College Facilities:** • Physics Laboratory
!	**Examples of Primary Texts and References**	**Title** No value **Author** *Halliday, Resnick, and Walker, "Fundamentals of Physics", 10th edition, Wiley, 2013. **Publisher** No value **Date/Edition** No value **ISBN** No value **Title** No value **Author** Newton, D., "Physics 2C Laboratory Exercises". De Anza Printing Services, 2010. **Publisher** No value **Date/Edition** No value **ISBN** No value	**Title** Fundamentals of Physics **Author** David Halliday, Robert Resnick, and Jearl Walker **Publisher** Wiley **Date/Edition** 2021 / 12th Edition **ISBN** 978-1-119-80112-2 **Title** Physics 2C Laboratory Exercises **Author** David Newton **Publisher** De Anza Printing Services **Date/Edition** 2010 **ISBN** No value
!	**Suggested Reading List**	**Reading List** James S. Walker, "PHYSICS", 4th edition, Addison-Wesley, 2009. **May include, but are not limited to** No value	No value

Learning Outcomes and Objectives

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Analyze the properites of fluids. • Investigate the field of optics. • Explore thermal physics. • Assess special relativity. • Appraise quantum theory. • Analyze data in the laboratory using graphical, statistical, and computer based techniques.	• Analyze the properites of fluids. • Investigate the field of optics. • Explore thermal physics. • Assess special relativity. • Appraise quantum theory. • Analyze data in the laboratory using graphical, statistical, and computer based techniques.
	CSLOs	**CSLOs** Critically examine new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of optics, thermodynamics, fluids, and modern physics. **Expected SLO Performance** 0.0 **CSLOs** Gain confidence in taking precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories. **Expected SLO Performance** 0.0	**CSLOs** Examine critically new, previously un-encountered problems, analyzing and evaluating their constituent parts, to construct and explain a logical solution utilizing, and based upon, the fundamental laws of optics, thermodynamics, fluids, and modern physics. **Expected SLO Performance** 0.0 **CSLOs** Demonstrate ability to take precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories. **Expected SLO Performance** 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Analyze the properites of fluids. 1. Define density. 2. Investigate pressure in fluids. 3. Discuss atmospheric pressure. 4. Examine Pascal's principle. 5. Examine Archimedes' principle. 6. Discuss Bernoulli's equation. 2. Investigate the field of optics. 1. Define and discuss geometric optics. 1. Discuss the ray model of light. 2. Define the index of refraction. 3. Discuss and define reflection and refraction. 4. Analyze the lens equation. 2. Define and discuss wave optics. 1. Discuss Huygen's principle. 2. Define and discuss interference. 3. Define and discuss diffraction. 4. Analyze polarization. 3. Explore thermal physics. 1. Examine temperature and heat 2. Define the internal energy of a system. 3. Analyze calorimetry problems. 4. Discuss the laws of thermodynamics. 4. Assess special relativity. 1. Examine the postulates of the special theory. 2. Define and discuss simlutaneity. 3. Define and discuss time dilation and length contraction. 4. Discuss mass-energy equivalance. 5. Appraise quantum theory. 1. Discuss Planck's quantum hypothesis. 2. Discuss the photon theory of light. 3. Examine the wave nature of matter. 4. Examine the Heisenberg uncertainty relation. 5. Examine the Schrodinger equation and its application to atomic structure. 6. Analyze data in the laboratory using graphical, statistical, and computer based techniques. 1. Take accurate measurements with confidence and understand the uncertainties associated with them. 2. Synthesize the analysis of data to induce scientific conclusions. 3. Collaborate with others as a team to produce collective results.	1. Analyze the properites of fluids. 1. Define density. 2. Investigate pressure in fluids. 3. Discuss atmospheric pressure. 4. Examine Pascal's principle. 5. Examine Archimedes' principle. 6. Discuss Bernoulli's equation. 2. Investigate the field of optics. 1. Define and discuss geometric optics. 1. Discuss the ray model of light. 2. Define the index of refraction. 3. Discuss and define reflection and refraction. 4. Analyze the lens equation. 2. Define and discuss wave optics. 1. Discuss Huygen's principle. 2. Define and discuss interference. 3. Define and discuss diffraction. 4. Analyze polarization. 3. Explore thermal physics. 1. Examine temperature and heat 2. Define the internal energy of a system. 3. Analyze calorimetry problems. 4. Discuss the laws of thermodynamics. 4. Assess special relativity. 1. Examine the postulates of the special theory. 2. Define and discuss simlutaneity. 3. Define and discuss time dilation and length contraction. 4. Discuss mass-energy equivalance. 5. Appraise quantum theory. 1. Discuss Planck's quantum hypothesis. 2. Discuss the photon theory of light. 3. Examine the wave nature of matter. 4. Examine the Heisenberg uncertainty relation. 5. Examine the Schrodinger equation and its application to atomic structure. 6. Analyze data in the laboratory using graphical, statistical, and computer based techniques. 1. Take accurate measurements with confidence and understand the uncertainties associated with them. 2. Synthesize the analysis of data to induce scientific conclusions. 3. Collaborate with others as a team to produce collective results.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Density, the buoyant force, and Archimede's Principle. 2. Geometric Optics 3. Wave Optics (single slit diffraction) 4. Wave Optics (double slit interference) 5. Microwave Optics (single slit) 6. Microwave Optics with Bragg diffraction 7. Atomic spectra 8. The E/M experiment.	1. Density, the buoyant force, and Archimede's Principle. 2. Geometric Optics 3. Wave Optics (single slit diffraction) 4. Wave Optics (double slit interference) 5. Microwave Optics (single slit) 6. Microwave Optics with Bragg diffraction 7. Atomic spectra 8. The E/M experiment.

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	PHYS D002B	PHYS D002B
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	No Value	No Value
	General Course Statement(s) - Other:	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
!	**Banner Start Term (202122)**	202122	No Value
!	**Banner Division**	2PS	No Value
!	**Catalog Term (21-22)**	23-24	No Value

Changed	Questions	Current Version	Proposed Version
!	**5 Year Revision Year (2021)**	2018	No Value
!	**Effective Quarter**	Fall	No Value
!	**Effective Year (2021)**	2023	No Value
	Sort ID (00 < 10; 0 < 100)	PHYS 002C	PHYS 002C
	Course Status	Non-substantial	Non-substantial
!	**Course Status Code**	A	No Value
!	**Banner Department**	PHYS	No Value
!	**Course Level**	DU	No Value
!	**College Code**	DA	No Value
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
!	**CTE Status**	No	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
!	**Emergency Approval**	No	No Value
!	**Repeat Status (N = Not Repeatable; T = Repeatable for Max Times Only; B = Repeatable for Max Times/Units; U = Repeatable for Max Units Only; Y = Yearly Repeatable Restriction)**	N	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Repeat Type (N = Non-repeatable Credit; A = Activity/Other Repeatable; F = Family Non-repeatable Credit; G = Family Activity/Other Repeatable; L = Legally Mandated Training)**	N	No Value
❗	**Noncredit Enhanced Funding Indicator**	N	No Value
❗	**In Service Indicator**	N	No Value
❗	**Sports/Physical Education Course Indicator**	N	No Value
❗	**COA Code**	C	No Value
❗	**Fund Code**	114000	No Value
❗	**Organization Code**	235003	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	190200	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc	• Requisite change appr. 1/17/23 (effect. F23).-cc
❗	**Print/No Print to Catalog**	Yes	No Value
	Checklist	No Value	No Value

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
❗	**Specifications**	No Value	Updated textbooks and references to reflect current publications
	Outline	No Value	No Value
	Other	No Value	No Value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	No Value
	Objective 2: Compose essays drawn from personal experience and assigned texts.	No Value	No Value
	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.	No Value	No Value
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.	No Value	No Value

B-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
!	**Objective 1: Analyze a variety of college-level texts with a focus predominantly on expository and argumentative writing.**	No Value	Course Objective A1-A6 : Analyze the properties of fluids. Course Objective D1-D4 : Assess special relativity. Course Objective F1-F3 : Analyze data in the laboratory using graphical, statistical, and computer based techniques. Method of Evaluation A: The required readings and assignments will be evaluated through quantitative problem-solving style homework questions, written verbal answers to quizzes involving lucid sentence constructions, and detailed, clearly explained mathematical solutions to exam problems. Assignment C: Weekly written assignments from the text and lectures
!	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignment A : Daily and weekly readings from the text Assignment B: Weekly readings from the laboratory manual
!	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Method of Evaluation B: Laboratory quantitative-style quizzes involving calculations from measurements taken and/or periodic review and critique of laboratory notebooks.

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

C-Matrix Form

Changed	Questions	Current Version	Proposed Version
	ESL D261. and ESL D265., or ESL D461. and ESL D465., or eligibility for EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Create compositions about fiction and non-fiction texts from many cultural and social perspectives in a variety of genres.	No Value	No Value
	Objective 2: Compose a focused, purposeful, developed paper of 500 words or more that engages with, responds to, or is inspired by written or visual texts.	No Value	No Value
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value
	Objective 4: Demonstrate the ability to include a variety of sentence structures in writing.	No Value	No Value
	Objective 5: Edit compositions to correct errors in the major conventions of Standard Written English.	No Value	No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Plan, implement, and assess work cycles, at the problem, lesson, module, and course level, to develop self-efficacy through the practice of self-regulated learning.	No Value	No Value
	Objective 2: Investigate the use of mathematics in real world.	No Value	No Value
	Objective 3: Explore functions.	No Value	No Value
	Objective 4: Develop linear function models.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real world problems.	No Value	No Value
	Objective 6: Use linear inequalities in one variable to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 7: Examine exponential expressions and develop exponential function models.	No Value	No Value
	Objective 8: Examine logarithmic expressions and develop logarithmic function models.	No Value	No Value
	Objective 9: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 10: Investigate the characteristics of rational expressions.	No Value	No Value
	Objective 11: Develop skills to work with radical expressions.	No Value	No Value

E-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Develop, throughout the course as applicable, systematic problem-solving methods.	No Value	No Value
	Objective 2: Explore the function concept algebraically, numerically, verbally and graphically.	No Value	No Value
	Objective 3: Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 4: Develop linear function models to solve problems.	No Value	No Value
	Objective 5: Use systems of two linear equations to solve real-world problems.	No Value	No Value
	Objective 6: Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem.	No Value	No Value
	Objective 7: Develop quadratic function models to solve problems.	No Value	No Value
	Objective 8: Use inequalities to solve real world problems.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	Objective 7: Explore rates and ratios and use proportions to solve problems.	No Value	No Value
	Objective 8: Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas.	No Value	No Value
	Objective 9: Explore the use of variables in expressions and evaluate algebraic expressions.	No Value	No Value
	Objective 10: Solve linear equations in one variable numerically and algebraically.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 11: Graph linear relationships on a Cartesian coordinate by plotting ordered pairs.	No Value	No Value
	Objective 12: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

G-Matrix Form

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

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Prerequisites based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills, i.e. such as a course.	No Value	No Value

De Anza GE Form

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

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

Changed	Questions	Current Version	Proposed Version
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	No Value

De Anza GE - ESGC Form

Changed	Questions	Current Version	Proposed Version
	Criteria 1: Explain the interconnectivity of economic prosperity, social equity and environmental quality.	No Value	No Value
	Criteria 2: Identify the most serious environmental, equity, and social justice problems globally and locally and explain their underlying causes and possible consequences.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Criteria 3: Explain some significant ways students can make a difference in making a positive impact, locally, at a state level, or globally in making the world more environmentally sustainable and socially just.	No Value	No Value
	Criteria 4: Analyze how the well being of human society is dependent on sustainable social and ecological systems.	No Value	No Value
	Criteria 5: Demonstrate an understanding of how the student's personal activities impact the environment and communities by participating in actions to create a more environmentally sustainable and equitable future.	No Value	No Value

Comments

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

Changed	Questions	Current Version	Proposed Version
❗	**Stage 5: SLO Coordinator**	No Value	

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
5/14/2024	Mary Pape – SLO Coordinator	CSLO #2	Required	“Gain confidence in . . .” is not assessable. Suggestion: “Take precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.”	

DATE	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
6/20/2024	Mary Pape – SLO Coordinator	Learning Outcomes – CSLO #2	Required	Begin outcome sentences with a Bloom’s Taxonomy verb (http://dilbert.fhda.edu/curriculum/ (http://dilbert.fhda.edu/curriculum/). Suggestion: “ Demonstrate ability to take precise and accurate scientific measurements, with their uncertainties, and then with calculations from them, analyze their meaning as relative, in an experimental context, to the verification and support of physics theories.”	Y

Changed	Questions	Current Version	Proposed Version
❗	**Stage 7: Content Review Matrix Liaison**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
6/26/24	Matrix B		Required	Please redo this matrix. Please check that the material you list is actually in the course. Also, please make sure that the activities you list actually match the objective you have listed them under.	Y

	Stage 8: AVP - Instruction	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 11: ESGC Faculty Coordinator	No Value	No Value
	Stage 14: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	PHYSD002C
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2023 12:00:00 AM
	External Review Approval Date	Sep 1, 2018 12:00:00 AM
	Course Control Number	CCC000234469

Articulation

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