De Anza College
Course Outline of Record Report
04/14/2025

ACCTD090. : AI in Accounting

General Information

Faculty Initiator:	• Catherina Wong
Attachments:	COAA_Accounting_ACCT_90_2026F.pdf
	COA_Accounting_ACCT_90_2026F.pdf
	AA_Accounting_ACCT_90_2026F.pdf
	ReqAdv_G_ACCT_90_2026F_1.pdf
	Online_ACCT_90_2026F.pdf
Course ID (CB01A and CB01B) :	ACCTD090.
Short Course Title:	No value
Course Title (CB02) :	AI in Accounting
Department:	ACCT - Accounting
Effective Term:	Fall 2026
TOP Code (CB03) :	(0502.00) *Accounting
CIP Code:	(52.0302) Accounting Technology/Technician and Bookkeeping.
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course introduces the role of generative AI in accounting, emphasizing its practical applications and impact on the profession. Students will examine how AI enhances efficiency, decision-making, and innovation in accounting tasks and services. Through hands-on experience with AI tools and techniques, students will develop the skills they need to adapt and thrive in the evolving field of accounting.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Accounting
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ACCOUNTING

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This is a CSU transferable course that is part of the Associate of Arts in Accounting degree. As AI becomes a transformative force in the accounting profession, this CTE course equips students with critical technical skills to enhance their employability and competitiveness in the field. Unlike other AI courses, it focuses on the practical integration of AI tools in accounting.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	2
Maximum Credit Units	2
Total Course In-Class (Contact) Hours	24
Total Course Out-of-Class Hours	48
Total Student Learning Hours	72

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	0
NA	0
Total	24
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion and problem-solving
	Discussion of assigned reading
	Case studies and collaborative projects
	Guest speakers
	Lecture and visual aids
	Quiz and examination review

Assignments

    A. Read assigned chapters and online research papers.
    B. Examine case studies.
    C. Use AI in accounting.

1. Create AI-powered financial accounting reports with reflection on accuracy and efficiency.
2. Perform AI-assisted analysis of financial statements and categorization of business transactions with reflection on accuracy and efficiency.
D. Participate in an interactive AI ethics simulation.
E. Write 2-3-page ethical analysis applying professional accounting standards.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Evaluate participation in class discussions, quizzes, or written case summaries demonstrating comprehension and critical analysis.
B. Measure accuracy of AI-generated reports, depth of reflection, and proper application of accounting principles.
C. Grade written analysis on clarity, argument strength, use of ethical frameworks, and integration of relevant accounting principles.
D. Conduct quizzes to assess knowledge of key terms and concepts.

Essential Student Materials/Essential College Facilities

Access to AI tools such as ChatGPT, Claude 3.5, Perplexity, Google Gemini and additional tools based on the evolution of AI technology and the availability of current solutions.
Access to accounting task specific AI tools such as april, column tax, taxgpt, black ore, trullion, booke.ai, agentive, auditsight and additional tools based on the evolution of AI technology and the availability of current solutions.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Mariarita Pierotti, Anna Monreale, and Federica De Santis	Artificial Intelligence in Accounting and Auditing	Springer Professional	2024	
Cory Ng and John Alarcon	Artificial Intelligence in Accounting: Practical Applications	Routledge Focus	August 2022	
Scott Dell and Mfon Akpan	ChatGPT and AI for Accountants: A practitioner's guide to harnessing the power of GenAI to revolutionize your accounting practice	Packt Publishing	June 2024	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Examine the roles of Intelligence and Artificial Intelligence (AI) in accounting.

Evaluate the impact of artificial intelligence (AI) on automating processes, enhancing decision-making, and addressing challenges in financial accounting and managerial accounting.

Analyze the applications of AI in audit and tax.

Evaluate the ethics of AI integration in accounting.

Critique emerging trends in AI and accounting software.

CSLOs

Apply AI technologies and their practical uses in essential accounting practices and functions.

Expected SLO Performance: 0.0

Describe ethical implications, opportunities, and challenges of AI in the accounting profession.

Expected SLO Performance: 0.0

Outline

Course Outline

A. Examine the roles of Intelligence and Artificial Intelligence (AI) in accounting.
   1. Explain the concept of intelligence.
   2. Identify the different types of artificial intelligence (AI).
   3. Outline the historical development of AI in accounting.
   4. Analyze the key components of AI to evaluate their strengths and weaknesses in accounting.
B. Evaluate the impact of artificial intelligence (AI) on automating processes, enhancing decision-making, and addressing challenges in financial accounting and managerial accounting.
   1. Distinguish the roles of financial accounting and managerial accounting purposes, users, reporting requirements, and impact on business decision-making.
   2. Demonstrate how AI-driven tools improve financial accounting.
   3. Evaluate AI's role in managerial accounting.
   4. Assess the opportunities and challenges AI presents in financial and managerial accounting.
   5. Create financial and managerial accounting reports using AI.
C. Analyze the applications of AI in audit and tax.
   1. Explain how AI enhances tax preparation through automated data collection and tax optimization strategies.
   2. Assess the role of AI in transforming auditing processes.
D. Evaluate the ethics of AI integration in accounting.
   1. Apply individual ethical considerations in AI, such as bias, transparency and accountability in accounting practices.
   2. Examine professional accounting ethical standards in AI usage, such as integrity, competence and confidentiality.
   3. Assess AI-related data privacy and security risks within societal and regulatory frameworks in accounting.
   4. Create best practices for ethical AI usage in accounting firms.
E. Critique emerging trends in AI and accounting software.
   1. Examine emerging AI trends, such as robotic process automation, blockchain in accounting, and decentralized AI in accounting practices.
   2. Evaluate how AI is transforming accounting processes and the potential impact on the accounting profession.
   3. Demonstrate how accounting professionals can establish and implement guardrails for trust and verification in AI-driven accounting.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 2
- Lec Hrs: 2
- Load: .050 (lh 4/13/25)
- Seat Ct: 50 (lh 4/13/25)
- (mkct 03/26/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
- Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra

Advisory(ies) - Other:

ACCT D001A or ACCT D01AH

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

Assignments: A. Read assigned chapters and online research papers.

Objective 2: Develop analytical ideas and topics for essays.

Assignments: B. Examine case studies.

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

Assignments: F. Write 2–3-page ethical analysis applying professional accounting standards.

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

Create AI-powered financial accounting reports with reflection on accuracy and efficiency. Perform AI-assisted analysis of financial statements and categorization of business transactions with reflection on accuracy and efficiency.

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

Create AI-powered financial accounting reports with reflection on accuracy and efficiency. Perform AI-assisted analysis of financial statements and categorization of business transactions with reflection on accuracy and efficiency.

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/26	Req/Adv		Required	Add advisory for pre-algebra: objectives 2 and 7	Y

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/10/25	Basic Course Information	Attachments	Required	Please complete Matrix G for your ACCT 1A advisory. (The form you submitted was blank.)	Y - I downloaded the attached files and when I accessed the matrix G, it is not blank. I wonder what happened? Anyhow I reattached the same file. hopefully now you can view it.

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Course Outline of Record Report
03/28/2025

ACCTD390. : AI in Accounting

General Information

Faculty Initiator:	• Catherina Wong
Attachments:	ReqAdv_G_ACCT_390_2026F_1.pdf
	De Anza Curriculum New Program Form (Faculty) - unsigned.pdf
	Online_ACCT_390_2026F copy.pdf
Course ID (CB01A and CB01B) :	ACCTD390.
Short Course Title:	No value
Course Title (CB02) :	AI in Accounting
Department:	ACCT - Accounting
Effective Term:	Fall 2026
TOP Code (CB03) :	(0502.00) *Accounting
CIP Code:	(52.0302) Accounting Technology/Technician and Bookkeeping.
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course introduces the role of generative AI in accounting, emphasizing its practical applications and impact on the profession. Students will examine how AI enhances efficiency, decision-making, and innovation in accounting tasks and services. Through hands-on experience with AI tools and techniques, students will develop the skills they need to adapt and thrive in the evolving field of accounting.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Accounting
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - ACCOUNTING

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This noncredit enhanced CTE course is part of the noncredit AI for Business certificate. This noncredit course equips students with critical technical skills to enhance their employability and competitiveness in the accounting field and complements the AI course offerings on the noncredit AI for Business certificate.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?

No

Foothill Equivalency

Does the course have a Foothill equivalent?

No

Foothill Faculty Consultation Name

No Value

Foothill Course ID

No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Repeat Limit

99

Course Support Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Course Prior To College Level

Not applicable.

Grade Options

- Pass/No Pass

Repeatability Statement

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

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
AI in Business (In Development)	Certificate of Completion	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	24
Total Course Out-of-Class Hours	48
Total Student Learning Hours	24

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

Workforce Preparation.

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	24
Laboratory	0
NA	0
Total	24
Course Out-of-Class Hours	
Lecture	48
Laboratory	0
NA	0
Total	48

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion and problem-solving
	Discussion of assigned reading
	Case studies and collaborative projects
	Guest speakers
	Lecture and visual aids
	Quiz and examination review

Assignments

A. Read assigned chapters and online research papers.
B. Examine case studies.
C. Use AI in accounting.

1. Create AI-powered financial accounting reports with reflection on accuracy and efficiency.
2. Perform AI-assisted analysis of financial statements and categorization of business transactions with reflection on accuracy and efficiency.
D. Participate in an interactive AI ethics simulation.
E. Write 2-3-page ethical analysis applying professional accounting standards.

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

A. Evaluate participation in class discussions, quizzes, or written case summaries demonstrating comprehension and critical analysis.
B. Measure accuracy of AI-generated reports, depth of reflection, and proper application of accounting principles.
C. Grade written analysis on clarity, argument strength, use of ethical frameworks, and integration of relevant accounting principles.
D. Conduct quizzes to assess knowledge of key terms and concepts.

Essential Student Materials/Essential College Facilities

Access to AI tools such as ChatGPT, Claude 3.5, Perplexity, Google Gemini and additional tools based on the evolution of AI technology and the availability of current solutions.
Access to accounting task specific AI tools such as april, column tax, taxgpt, black ore, trullion, booke.ai, agentive, auditsight and additional tools based on the evolution of AI technology and the availability of current solutions.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Mariarita Pierotti, Anna, Monreale, and Federica De Santis	Artificial Intelligence in Accounting and Auditing	Springer Professional	2024	
Cory Ng and John Alarcon	Artificial Intelligence in Accounting: Practical Applicaitons	Routledge Focus	August 2022	
Scott Dell and Mfon Akpan	ChatGPT and AI for Accountants: A practitioner's guide to harnessing the power of GenAI to revolutionize your accounting practice	Packt Publishing	June 2024	

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Examine the roles of Intelligence and Artificial Intelligence (AI) in accounting.

Evaluate the impact of artificial intelligence (AI) on automating processes, enhancing decision-making, and addressing challenges in financial accounting and managerial accounting.

Analyze the applications of AI in audit and tax.

Evaluate the ethics of AI integration in accounting.

Critique emerging trends in AI and accounting software.

CSLOs

Apply AI technologies and their practical uses in essential accounting practices and functions.

Expected SLO Performance: 0.0

Describe ethical implications, opportunities, and challenges of AI in the accounting profession.

Expected SLO Performance: 0.0

Outline

Course Outline

A. Examine the roles of Intelligence and Artificial Intelligence (AI) in accounting.
  1. Explain the concept of intelligence.
  2. Identify the different types of artificial intelligence (AI).
  3. Outline the historical development of AI in accounting.
  4. Analyze the key components of AI to evaluate their strengths and weaknesses in accounting.
B. Evaluate the impact of artificial intelligence (AI) on automating processes, enhancing decision-making, and addressing challenges in financial accounting and managerial accounting.
  1. Distinguish the roles of financial accounting and managerial accounting purposes, users, reporting requirements, and impact on business decision-making.
  2. Demonstrate how AI-driven tools improve financial accounting.
  3. Evaluate AI's role in managerial accounting.
  4. Assess the opportunities and challenges AI presents in financial and managerial accounting.
  5. Create financial and managerial accounting reports using AI.
C. Analyze the applications of AI in audit and tax.
  1. Explain how AI enhances tax preparation through automated data collection and tax optimization strategies.
  2. Assess the role of AI in transforming auditing processes.
D. Evaluate the ethics of AI integration in accounting.
  1. Apply individual ethical considerations in AI, such as bias, transparency and accountability in accounting practices.
  2. Examine professional accounting ethical standards in AI usage, such as integrity, competence and confidentiality.
  3. Assess AI-related data privacy and security risks within societal and regulatory frameworks in accounting.
  4. Create best practices for ethical AI usage in accounting firms.
E. Critique emerging trends in AI and accounting software.

1. Examine emerging AI trends, such as robotic process automation, blockchain in accounting, and decentralized AI in accounting practices.
2. Evaluate how AI is transforming accounting processes and the potential impact on the accounting profession.
3. Demonstrate how accounting professionals can establish and implement guardrails for trust and verification in AI-driven accounting.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 2
- Load: 0
- Seat Ct: 0
- (mkct 03/26/2025)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
- Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra

Advisory(ies) - Other:

ACCT D001A or ACCT D01AH

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

Assignments: A. Read assigned chapters and online research papers.

Objective 2: Develop analytical ideas and topics for essays.

Assignments: B. Examine case studies.

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

Assignments: F. Write 2–3-page ethical analysis applying professional accounting standards.

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

Create AI-powered financial accounting reports with reflection on accuracy and efficiency. Perform AI-assisted analysis of financial statements and categorization of business transactions with reflection on accuracy and efficiency.

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

Create AI-powered financial accounting reports with reflection on accuracy and efficiency. Perform AI-assisted analysis of financial statements and categorization of business transactions with reflection on accuracy and efficiency.

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/9	Course development options	Associated programs	Required	This non-credit course will be on the non-credit AI in Business certificate. Attach the approved new program/certificate.	Y
2/26	F-Matrix		Required	Add advisory pre-algebra: Objectives 2 and 7.	Y

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/10/25	Basic Course Information	Attachments	Required	Complete Matrix G for your ACCT 1A advisory. (The form you submitted was blank)	Y - I don't know what happend, but I tried downloading and viewing the form is not blank. Please let me know if this happens again. I reuploaded it, but if it is still blank then I wouldn't know what to do because the form I uploaded is not blank.

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Course Outline of Record Report
04/14/2025

BUSD075. : AI for Business

General Information

Faculty Initiator:	• Emily Garbe
Attachments:	BUS_75_AA_BusAdmin_2026F.pdf
	Online_BUS_75_2026F.pdf
Course ID (CB01A and CB01B) :	BUSD075.
Short Course Title:	No value
Course Title (CB02) :	AI for Business
Department:	BUS - Business
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course introduces students to the transformative role of Artificial Intelligence (AI) in creating value in business, emphasizing practical applications, ethical and legal implications, and future trends.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Business
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - GENERAL BUSINESS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This course is transferable to CSU and is part of the Business Administration AA degree. It provides business students with the essential knowledge of using AI in business which is crucial in all key business functions and industries.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?
No

Foothill Equivalency

Does the course have a Foothill equivalent?
No

Foothill Faculty Consultation Name
No Value

Foothill Course ID
No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade
- Pass/No Pass

Repeat Limit

0

Course Prior To College Level

Not applicable.

Repeatability Statement

No value

Course Support Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Pending

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	3
Maximum Credit Units	3
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	108

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	0
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion and problem-solving
	Discussion of assigned reading
	Case studies and projects
	Lecture and visual aids
	Quiz and examination review

Assignments

    A. Read assigned chapters and online resources.
    B. Analyze business cases.
    C. Design AI-based solutions in collaborative group projects.
    D. Write reflections on the ethical, legal, and societal implications of AI.

E. Practice AI tools through hands-on exercises, such as prompt engineering.

Methods of Evaluation

Methods of Evaluation

A. Measure participation in discussions and activities.
B. Evaluate group projects for creativity and practical AI applications.
C. Grade written assignments on ethical and business challenges.
D. Administer quizzes to test knowledge of key terms and concepts.

Essential Student Materials/Essential College Facilities

Access to AI tools (e.g., ChatGPT, Claude, AI agents, and additional tools based on AI technology's progression and availability of tools).
Internet-enabled devices for assignments and class.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Teoh, Teik Toe and Yu Jin Goh	Artificial Intelligence in Business Management	Glendale, NY: Springer	2023	978-981-99-4558-0
Phoenix, James and Mike Taylor	Prompt Engineering for Generative AI	Sebastopol, CA: O'Reilly Media	2024	978-1098153434

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Examine AI and how it creates competitive advantages for businesses.

Identify key AI agents and tools for business.

Demonstrate effective use of key AI agents and tools.

Evaluate the ethical, legal, and societal implications of AI.

Examine AI in Marketing and Sales.

Apply AI in Entrepreneurship

Assess AI in Human Resource Management.

CSLOs

Demonstrate knowledge of key AI tools and their applications in key business industries and functions.

Expected SLO Performance: 0.0

Identify ethical, legal, and technical challenges.

Expected SLO Performance: 0.0

Outline

Course Outline

    A. Examine AI and how it creates competitive advantages for businesses.
        1. Define AI and its components.
        2. Describe historical developments in AI.
        3. Explain how AI creates competitive advantages.
    B. Identify key AI agents and tools for business.
        1. Compare the features and options of AI key agents and tools.
        2. Evaluate the progress of AI among competitors in key industries.
        3. Explore the development of AI and future trends.
    C. Demonstrate effective use of key GenAI tools.
        1. Examine key GenAI tools for generating text, images, music, and videos.
        2. Identify key prompt engineering techniques.
        3. Analyze the benefits and risks of the key GenAI tools.
    D. Evaluate the ethical, legal, and societal implications of AI.
        1. Assess data privacy and hallucination concerns in AI.
        2. Evaluate the implications of algorithmic bias.
        3. Analyze job creation and displacement due to AI.
        4. Apply legal and regulatory frameworks to AI deployments in business.
        5. Assess the effectiveness of guardrails.
        6. Evaluate the societal impacts of AI in businesses.
    E. Examine AI in Marketing and Sales.
        1. Analyze customer targeting techniques using AI.
        2. Evaluate the use of AI in lead generation and customer support.
        3. Demonstrate the use of AI in market research and data analytics.
        4. Create sales and promotion campaigns using AI.
    F. Apply AI in Entrepreneurship.
        1. Explore how AI drives innovation in business models.
        2. Demonstrate the use of AI in lean startup frameworks.
        3. Apply AI tools in the development of business plans.
    G. Assess AI in Human Resource Management.
        1. Examine AI in recruitment and performance tracking.
        2. Interpret the outputs of AI-driven HR analytics.
        3. Demonstrate the application of AI in training programs.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 3
- Lec Hours: 3
- Load: .075 (lh 4/13/25)
- Seat Ct: 50 (lh 4/13/25)
- (mkct 2/19/25)

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

No Value

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

Students need to complete the following assignments: Read assigned chapters and online AI resources.

Objective 2: Develop analytical ideas and topics for essays.

Students need to complete the following assignments: Analyze real-world case studies.

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

Students need to complete the following assignments: Write reflections on the ethical and societal implications of AI.

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

De Anza College
Course Outline of Record Report
03/03/2025

BUSD375. : AI for Business

General Information

Faculty Initiator:	• Emily Garbe
Attachments:	AIBUS_COCL_BUS_375_2026F.pdf
	Online_BUS_375_2026F.pdf
Course ID (CB01A and CB01B) :	BUSD375.
Short Course Title:	No value
Course Title (CB02) :	AI for Business
Department:	BUS - Business
Effective Term:	Fall 2026
TOP Code (CB03) :	
CIP Code:	No value
SAM Priority Code (CB09) :	No value
Distance Education Approved:	Yes
Course Control Number:	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	09/01/2026
Course Description:	This course introduces students to the transformative role of Artificial Intelligence (AI) in creating value in business, emphasizing practical applications, ethical and legal implications, and future trends.
Course Type (CB27) :	• Lower Division
Mode of Delivery:	• Online
Faculty Initiator:	No value
Course Family:	Not Applicable

Faculty Requirements

Discipline 1:	• Business
Discipline 2:	No value
Discipline 3:	No value
FSA:	• FHDA FSA - GENERAL BUSINESS

Formerly Statement

Formerly Statement

No Value

Course Justification

Course Justification

This noncredit enhanced CTE course is part of the AI for Business Certificate of Completion. It provides students with the essential knowledge of using AI in business which is crucial in all key business functions and industries.

Stand-Alone Statement

Stand-Alone Statement

No Value

Course Philosophy

Course Philosophy

No Value

CTE Course

Is this a CTE (Career Technical Education) course?

Yes

Honors/Non-honors Course

Is this an honors/non-honors course?

No

Mirrored Credit/Noncredit Course

Is this a mirrored credit/noncredit course?

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

Cross-listed Course

Is this a cross-listed course?
No

Foothill Equivalency

Does the course have a Foothill equivalent?
No

Foothill Faculty Consultation Name
No Value

Foothill Course ID
No Value

Course Development Options

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass

Repeat Limit

99

Course Prior To College Level

Not applicable.

Repeatability Statement

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

Course Support Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program

Associated Program	Award Type	Active
AI in Business (In Development)	Certificate of Completion	Fall 2026

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Not transferable

Transferability Status

Not transferable

UC Transferable and/or Lower-Division Major Requirement

Will the course be UC transferable?

No

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

No Value

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

No

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

No Value

Units and Hours

Summary

Minimum Credit Units	0
Maximum Credit Units	0
Total Course In-Class (Contact) Hours	36
Total Course Out-of-Class Hours	72
Total Student Learning Hours	36

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

No value

Course Classification Code (CB11)

No value

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
NA Hours	0	0

Course Student Hours

Course Duration (Weeks)	12
Hours per unit divisor	36
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	0
NA	0
Total	36
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
NA	0
Total	72

Units and Hours - Weekly Specialty Hours

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

SKIP

No Value

Specifications

Methods of Instruction

Methods of Instruction	Methods of Instruction
Methods of Instruction	Discussion and problem-solving
	Discussion of assigned reading
	Case studies and projects
	Lecture and visual aids
	Quiz and examination review

Assignments

A. Read assigned chapters and outline resources.
B. Analyze business cases.
C. Design AI-based solutions in collaborative group projects.
D. Write reflections on the ethical, legal, and social implications of AI.

E. Practice AI tools through hands-on exercises, such as prompt engineering.

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	A. Measure participation in discussions and activities. B. Evaluate group projects for creativity and practical AI applications. C. Grade written assignments on ethical and business challenges. D. Administer quizzes to test knowledge of key terms and concepts.

Essential Student Materials/Essential College Facilities

Access to AI tools (e.g., ChatGPT, Claude, AI agents, and additional tools based on AI technology's progression and availability of tools). Internet-enabled devices for assignments and class.

Examples of Primary Texts and References

Author	Title	Publisher	Date/Edition	ISBN
Teoh, Teik Toe and Yu Jin Goh	Artificial Intelligence in Business Management	Glendale, NY: Springer	2023	978-981-99-4558-0
Phoenix, James and Mike Taylor	Prompt Engineering for Generative AI	Sebastopol, CA: O'Reilly Media	2024	978-1098153434

Suggested Reading List

No Value

Learning Outcomes

Course Objectives

Examine AI and how it creates competitive advantages for businesses.

Identify key AI agents and tools for business.

Demonstrate effective use of key GenAI tools.

Evaluate the ethical, legal, and societal implications of AI.

Examine AI in Marketing and Sales.

Apply AI in Entrepreneruship.

Assess AI in Human Resource Management.

CSLOs

Demonstrate knowledge of key AI tools and their applications in key industries and business functions.

Expected SLO Performance: 0.0

Identify ethical, legal, and technical challenges.

Expected SLO Performance: 0.0

Outline

Course Outline

A. Examine AI and how it creates competitive advantages for business.
    1. Define AI and its components.
    2. Describe historical developments in AI.
    3. Explain how AI creates competitive advantages.
B. Identify key AI agents and tools for business.
    1. Compare the features and options of key AI agents and tools.
    2. Evaluate the progress of AI among competitors in key industries.
    3. Explore the development of AI and future trends.
C. Demonstrate effective use of key GenAI tools.
    1. Examine key GenAI tools for generating text, images, music, and videos.
    2. Identify key prompt engineering techniques.
    3. Analyze the benefits and risks of the key GenAI tools.
D. Evaluate the ethical, legal, and societal implications of AI.
    1. Assess data privacy and hallucination concerns in AI.
    2. Evaluate the implications of algorithmic bias.
    3. Analyze job creation and displacement due to AI.
    4. Apply legal and regulatory frameworks to AI deployments in business.
    5. Assess the effectiveness of guardrails.
    6. Evaluate the societal impacts of AI in business.
E. Examine AI in Marketing and Sales.
    1. Analyze customer targeting techniques using AI.
    2. Evaluate the use of AI in lead generation and customer support.
    3. Demonstrate the use of AI in market research and data analytics.
    4. Create sales and promotion campaigns using AI.
F. Apply AI in Entrepreneurship,
    1. Explore how AI drives innovation in business models.
    2. Demonstrate the use of AI in lean startup frameworks.
    3. Apply AI tools in the development of business plans.
G. Assess AI in Human Resource Management.
    1. Examine AI in recruitment and performance tracking.
    2. Interpret the output of AI-driven HR analytics.
    3. Demonstrate the application of AI in training programs.

Blue Form

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

No Value

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

No Value

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

No Value

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

No Value

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

- Units: 0
- Lec Hrs: 3
- Load: 0
- Seat Ct: 0
- (mkct 02/28/2025)

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

No Value

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

No Value

Req/Adv

Prerequisite(s):

No Value

Corequisite(s):

No Value

Advisory(ies):

- ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.

Advisory(ies) - Other:

No Value

Limitation(s) on Enrollment:

No Value

Limitation(s) on Enrollment - Other:

No Value

Entrance Skills(s):

No Value

Entrance Skill(s) - Other:

No Value

General Course Statement(s):

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

General Course Statement(s) - Other:

No Value

A-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

B-Matrix Form

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

No Value

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

Students need to complete the following assignments: Read assigned chapters and online AI resources.

Objective 2: Develop analytical ideas and topics for essays.

Students need to complete the following assignments: Analyze real-world case studies.

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

Students need to complete the following assignments: Write reflections on the ethical and social implications of AI.

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Demonstrate appropriate grammar usage and mechanics.

No Value

C-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

D-Matrix Form

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

No Value

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

No Value

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

No Value

Objective 3: Explore functions.

No Value

Objective 4: Develop linear function models.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Objective 9: Develop quadratic function models to solve problems.

No Value

Objective 10: Investigate the characteristics of rational expressions.

No Value

Objective 11: Develop skills to work with radical expressions.

No Value

E-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Develop linear function models to solve problems.

No Value

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

No Value

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

No Value

Objective 7: Develop quadratic function models to solve problems.

No Value

Objective 8: Use inequalities to solve real world problems.

No Value

Objective 9: Explore arithmetic sequences and series.

No Value

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

No Value

F-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

Objective 4: Solve problems involving operations with signed numbers.

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

G-Matrix Form

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

No Value

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

No Value

H-Matrix Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

De Anza GE Form

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

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

No Value

Comments

Stage 2: Department Chair

No Value

Stage 3: Division Curriculum Representative

No Value

Stage 4: Division Dean

No Value

Stage 5: SLO Coordinator

No Value

Stage 7: Content Review Matrix Liaison

No Value

Stage 8: Dean of Online Learning

No Value

Stage 9: Articulation Officer

No Value

Stage 10: De Anza General Education

No Value

Stage 13: Curriculum Committee

No Value

CO

Sort ID (00 < 10; 0 < 100)

No Value

Course Status

No Value

Course Characteristics

No Value

Cross-Listed/Related Course Information

No Value

Cross-Listed/Related Course ID's

No Value

DL Approval Date (MM/DD/YYYY)

No Value

Hybrid Approval Date (MM/DD/YYYY)

No Value

Curriculum Office Notes

No Value

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	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Req/Adv	Prerequisite(s):
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 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.
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 2: Department Chair
Comments	Stage 8: Dean of Online Learning
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mary Clark Tillman	• Chris Deming
	Course ID (CB01A and CB01B)	CHEMD001A	CHEMD001A
	Course Control Number	CCC000245775	CCC000245775
	Course Title (CB02)	General Chemistry I	General Chemistry I
	Short Course Title	GENERAL CHEMISTRY I	GENERAL CHEMISTRY I
	TOP Code (CB03)	1905.00	1905.00 Chemistry, General
	CIP Code	Chemistry, General	40.0501 Chemistry, General
	Department	CHEM - Chemistry	CHEM - Chemistry
❗	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	This course provides an introduction to the structure and reactivity of matter at the molecular level, as well as an application of critical reasoning to modern chemical theory and structured numerical problem-solving. Students will learn the development of molecular structure from rudimentary quantum mechanics, including an introduction to ionic and covalent bonding; chemical problem solving involving both formula and reaction stoichiometry employing the unit analysis method, and be introduced to thermochemistry and a discussion of the first law of thermodynamics.	This course provides an introduction to the structure and reactivity of matter at the molecular level, as well as an application of critical reasoning to modern chemical theory and structured numerical problem-solving. Students will learn the development of molecular structure from rudimentary quantum mechanics, including an introduction to ionic and covalent bonding; chemical problem solving involving both formula and reaction stoichiometry employing the unit analysis method, and be introduced to thermochemistry and a discussion of the first law of thermodynamics.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	• Online • Hybrid	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Chemistry
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
❗	FSA	No value	• FHDA FSA - CHEMISTRY

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 Chemistry at all CSUs and UCs. This course meets a general education requirement for De Anza GE and Cal-GETC. This course is a part of the Biological Sciences A.S. degree. This is the first of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry.	This course is a major preparation requirement in the discipline of Chemistry at all CSUs and UCs. This course meets a general education requirement for De Anza GE and Cal-GETC. This course is a part of the Biological Sciences A.S. degree. This is the first of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	<u>Yes</u>

Associated Programs

	If yes, identify the UC/CSU campus,	No value	
	Will the course be UC	No value	<u>Yes</u>

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

Associated Program	Associate of Science (AS) in Engineering (Electrical Engineering Track) (In Development)	**Associated Program**	Associate of Science (AS) in Engineering (Electrical Engineering Track) (In Development)
Award Type	Associate in Science (A.S.) Degree	**Award Type**	Associate in Science (A.S.) Degree

Associated Program	Biological Sciences	**Associated Program**	Biological Sciences
Award Type	Associate in Science (A.S.) Degree	**Award Type**	Associate in Science (A.S.) Degree

Associated Program	Biological Sciences (In Development)	**Associated Program**	Biological Sciences (In Development)
Award Type	Associate in Science (A.S.) Degree	**Award Type**	Associate in Science (A.S.) Degree

Associated Program	Biology for Transfer	**Associated Program**	Biology for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree	**Award Type**	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Biology for Transfer (In Development)	**Associated Program**	Biology for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree	**Award Type**	Associate in Science for Transfer (A.S.-T.) Degree

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

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

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

Associated Program	Environmental Science for Transfer (In Development)	**Associated Program**	Environmental Science for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree	**Award Type**	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Geology for Transfer (In Development)	**Associated Program**	Geology for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree	**Award Type**	Associate in Science for Transfer (A.S.-T.) Degree

Changed	Field	Current Version	Proposed Version

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

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

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information		

System/Institution	C-ID
Area(s)	• CHEM - Approved.
-	• (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) required for C-ID CHEM 110 • (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S

System/Institution	C-ID
Area(s)	• CHEM - Approved.
-	• (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) required for C-ID CHEM 110 • (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S

System/Institution	Cal-GETC
Area(s)	• CA5A - Approved. • CA5C - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	• CA5A - Approved. • CA5C - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G5X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G5X - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	180	180

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	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	72	72
	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	108	108
	Total Laboratory Hours per Term	72	72
	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		**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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises	**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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

Changed	Field	Current Version	Proposed Version

❗	**Assignments**	1. Reading
		    1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
		    2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
		2. Writing
		    1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
		    2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
		3. Laboratory assignments
		    1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
		    2. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.
			1. Reading
			    1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
			    2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
			2. Writing
			    1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
			    2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
			3. Laboratory assignments
			    1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
			    2. Experiment: Perform the lab experiments safely and efficiently both individually and in groups
			    3. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.

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

Methods of Evaluation

Current Version	Proposed Version
Methods of Evaluation	**Methods of Evaluation** Methods of Evaluation

Current Version — Methods of Evaluation

1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
7. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method

Proposed Version — Methods of Evaluation

1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Lab experiments will be evaluated based on compliance to safety protocols, adherence to instructions, the equality of the division of labor, and the nature and depth of results discussion with lab partner(s).
7. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
8. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method

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Changed	Field
❗	**Essential Student Materials/Essential College Facilities**

Current Version

Essential Student Materials
- Safety goggles

Essential College Facilities
- Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician, Lecture room with a periodic table

Proposed Version

Essential Student Materials
- Safety goggles
- Nitrile gloves

Essential College Facilities
- Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician. Lecture room with a periodic table

Changed	Field	Current Version	Proposed Version

Examples of Primary Texts and References

Current Version:

Title	Chemistry: The Molecular Nature of Matter and Change
Author	Silberberg and Amateis.
Publisher	McGraw-Hill
Date/Edition	9th edition, 2021
ISBN	978-1-260-24021-4.

Title	De Anza Chemistry Department General Chemistry Laboratory Manual
Author	De Anza Chemistry Department
Publisher	(https://www.deanza.edu/chemistry/Chem1A.html)
Date/Edition	2022
ISBN	No value

Proposed Version:

Title	De Anza Chemistry Department General Chemistry Laboratory Manual
Author	De Anza Chemistry Department
Publisher	(https://www.deanza.edu/chemistry/Chem1A.html
Date/Edition	2022
ISBN	No value

Title	CHEMISTRY: A Molecular Approach
Author	Tro, Nivaldo
Publisher	Pearson
Date/Edition	2022/6th edition
ISBN	978-0-137-83196-8

Title	CHEMISTRY
Author	Flowers, Theopold, Langley, and Robinson
Publisher	OpenStax
Date/Edition	2nd Edition
ISBN	978-1-947-17262-3

Field	Current Version	Proposed Version
Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks. - Investigate the critical aspects of measurement. - Explore the historical development of understanding the structure of the atom. - Assess the development of the Periodic Table of Elements in light of modern atomic theory. - Differentiate the causes and types of molecular bonding. - Appraise the effect of quantum mechanics on formulation of molecular structure. - Employ systematic nomenclature to the identification of molecules. - Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions. - Examine the prominent characteristics of solutions. - Classify the major types of chemical reactions. - Apply the essential principles of thermodynamics to chemical systems.	- Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks. - Investigate the critical aspects of measurement. - Explore the historical development of understanding the structure of the atom. - Assess the development of the Periodic Table of Elements in light of modern atomic theory. - Differentiate the causes and types of molecular bonding. - Appraise the effect of quantum mechanics on formulation of molecular structure. - Employ systematic nomenclature to the identification of molecules. - Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions. - Examine the prominent characteristics of solutions. - Classify the major types of chemical reactions. - Apply the essential principles of thermodynamics to chemical systems.

Changed	Field	Current Version		Proposed Version	
❶	CSLOs				

CSLOs	Apply the first law of thermodynamics to chemical reactions.		**CSLOs**	Construct balanced reaction equations and illustrate principles of stoichiometry.
Expected SLO Performance	0.0		**Expected SLO Performance**	0.0

CSLOs	Construct balanced reaction equations and illustrate principles of stoichiometry.		**CSLOs**	Apply the first law of thermodynamics to chemical reactions.
Expected SLO Performance	0.0		**Expected SLO Performance**	0.0

CSLOs	Identify and explain trends in the periodic table.		**CSLOs**	Identify and explain trends in the periodic table.
Expected SLO Performance	0.0		**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks.
		  1. Historical development of chemical principles
		  2. Application of chemistry to topics such as environmental stewardship and traditional medicine.
		2. Investigate the critical aspects of measurement.
		  1. Comparison of SI and British systems of units
		  2. Problem solving using dimensional analysis
		  3. Limitations of measurement and statistical methods
		    1. Precision versus accuracy
		    2. Significant figures
		    3. Standard deviation
		3. Explore the historical development of understanding the structure of the atom.
		  1. Historical development of atomic theory
		    1. Proust's Law of Definite Proportions
		    2. Dalton's Law of Multiple Proportions
		    3. Dalton's atomic theory
		    4. Millikan oil drop experiment
		    5. Thompson cathode-ray tubes
		    6. Rutherford nuclear deflection experiment
		  2. Sub-atomic structure
		    1. Protons, neutrons, and electrons
		    2. Nuclei
		  3. Nomenclature of atoms
		    1. Atomic number, atomic mass, mass number
		    2. Isotopes
		  4. The Bohr Model of the atom
		    1. Quantization of energy
		    2. Ground and excited states
		    3. Electronic transitions
		  5. Development of modern quantum theory
		    1. Electromagnetic spectrum
		    2. Wave-particle duality of light
		  6. Implications of elementary quantum mechanics
		    1. Heisenberg Uncertainty Principle
		    2. Wavefunctions
		    3. The Born interpretation
		    4. Quantum numbers
		    5. Orbital shapes
		    6. Nodes and degeneracy
		    7. Electron spin
		    8. Extension to polyelectronic atoms
		  7. Electronic configurations
		    1. Hund's Rule
		    2. The Aufbau Principle
		    3. Pauli Exclusion Principle
		  8. Ions
		    1. Cations
		    2. Anions
		4. Assess the development of the Periodic Table of Elements in light of modern atomic theory.
		  1. History of the Periodic Table
		  2. Periodic trends of the elements
		    1. Ionization energy
		    2. Electronic affinity
		    3. Atomic radii
		    4. Ionic radii
		    5. Electronegativity
		  3. Survey of elemental groups
		5. Differentiate the causes and types of molecular bonding.
		  1. Types of chemical bonds
		    1. Covalent
		    2. Ionic
		    3. Metallic
			1. Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks.
			  1. Historical development of chemical principles
			  2. Application of chemistry to topics such as environmental stewardship and traditional medicine.
			2. Investigate the critical aspects of measurement.
			  1. Comparison of SI and British systems of units
			  2. Problem solving using dimensional analysis
			  3. Limitations of measurement and statistical methods
			    1. Precision versus accuracy
			    2. Significant figures
			    3. Standard deviation
			3. Explore the historical development of understanding the structure of the atom.
			  1. Historical development of atomic theory
			    1. Proust's Law of Definite Proportions
			    2. Dalton's Law of Multiple Proportions
			    3. Dalton's atomic theory
			    4. Millikan oil drop experiment
			    5. Thompson cathode-ray tubes
			    6. Rutherford nuclear deflection experiment
			  2. Sub-atomic structure
			    1. Protons, neutrons, and electrons
			    2. Nuclei
			  3. Nomenclature of atoms
			    1. Atomic number, atomic mass, mass number
			    2. Isotopes
			  4. The Bohr Model of the atom
			    1. Quantization of energy
			    2. Ground and excited states
			    3. Electronic transitions
			  5. Development of modern quantum theory
			    1. Electromagnetic spectrum
			    2. Wave-particle duality of light
			  6. Implications of elementary quantum mechanics
			    1. Heisenberg Uncertainty Principle
			    2. Wavefunctions
			    3. The Born interpretation
			    4. Quantum numbers
			    5. Orbital shapes
			    6. Nodes and degeneracy
			    7. Electron spin
			    8. Extension to polyelectronic atoms
			  7. Electronic configurations
			    1. Hund's Rule
			    2. The Aufbau Principle
			    3. Pauli Exclusion Principle
			  8. Ions
			    1. Cations
			    2. Anions
			4. Assess the development of the Periodic Table of Elements in light of modern atomic theory.
			  1. History of the Periodic Table
			  2. Periodic trends of the elements
			    1. Ionization energy
			    2. Electronic affinity
			    3. Atomic radii
			    4. Ionic radii
			    5. Electronegativity
			  3. Survey of elemental groups
			5. Differentiate the causes and types of molecular bonding.
			  1. Types of chemical bonds
			    1. Covalent
			    2. Ionic
			    3. Metallic

Changed	Field	Current Version	Proposed Version

      4. Coordinate covalent
2. Relationship of bond type to electronegativity
3. Dipole moments
4. Lattice energy
5. Bond enthalpies
6. Appraise the effect of quantum mechanics on formulation of molecular structure.
  1. Lewis structures of organic and inorganic substances
    1. The octet rule
    2. Exceptions to the octet rule
    3. Resonance structures
    4. Formal charge
  2. VSEPR theory
    1. Molecular geometries
    2. Hybridization of atomic orbitals in organic and inorganic molecules/ions
  3. Molecular orbital theory
    1. Bonding and antibonding orbitals
    2. Sigma and pi bonds in simple organic molecules such as alkanes, alkenes, alkynes, and aromatics
    3. Bond order
    4. Paramagnetism
    5. Homonuclear diatomic molecules
    6. Heteronuclear diatomic molecules
    7. Delocalized bonding in organic molecules such as benzene
7. Employ systematic nomenclature to the identification of molecules.
  1. Ionic compounds with fixed cation charge
  2. Ionic compounds with variable charge cations
  3. Binary covalent compounds
  4. Acids
  5. Simple organic substances
8. Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions.
  1. Historical development of stoichiometry
    1. Law of Conservation of Mass
    2. Avogadro's Hypothesis
  2. Stoichiometry
    1. The mole
    2. Molar mass
    3. Avogadro's number
  3. Percent composition of compounds
    1. Calculation from combustion analysis
    2. Calculation from given masses
  4. Determine compound formulas
    1. Empirical formula
    2. Structural formula
  5. Balance simple chemical equations
  6. Identify limiting reagents
  7. Calculate percent yield
9. Examine the prominent characteristics of solutions.
  1. Homogeneous versus heterogeneous mixtures
  2. Solvent and solute
  3. Strong and weak electrolytes
  4. Molarity
  5. Dilution of solutions
10. Classify the major types of chemical reactions.
  1. Precipitation reactions
    1. Molecular equations
    2. Complete ionic equations
    3. Net ionic equations
  2. Acid-base reactions
    1. Titration
    2. Equivalence point
  3. Oxidation-reduction reactions
    1. Oxidation states
    2. Balancing oxidation-reduction reactions

Proposed Version

      4. Coordinate covalent
2. Relationship of bond type to electronegativity
3. Dipole moments
4. Lattice energy
5. Bond enthalpies
6. Appraise the effect of quantum mechanics on formulation of molecular structure.
  1. Lewis structures of organic and inorganic substances
    1. The octet rule
    2. Exceptions to the octet rule
    3. Resonance structures
    4. Formal charge
  2. VSEPR theory
    1. Molecular geometries
    2. Hybridization of atomic orbitals in organic and inorganic molecules/ions
  3. Molecular orbital theory
    1. Bonding and antibonding orbitals
    2. Sigma and pi bonds in simple organic molecules such as alkanes, alkenes, alkynes, and aromatics
    3. Bond order
    4. Paramagnetism
    5. Homonuclear diatomic molecules
    6. Heteronuclear diatomic molecules
    7. Delocalized bonding in organic molecules such as benzene
7. Employ systematic nomenclature to the identification of molecules.
  1. Ionic compounds with fixed cation charge
  2. Ionic compounds with variable charge cations
  3. Binary covalent compounds
  4. Acids
  5. Simple organic substances
8. Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions.
  1. Historical development of stoichiometry
    1. Law of Conservation of Mass
    2. Avogadro's Hypothesis
  2. Stoichiometry
    1. The mole
    2. Molar mass
    3. Avogadro's number
  3. Percent composition of compounds
    1. Calculation from combustion analysis
    2. Calculation from given masses
  4. Determine compound formulas
    1. Empirical formula
    2. Structural formula
  5. Balance simple chemical equations
  6. Identify limiting reagents
  7. Calculate percent yield
9. Examine the prominent characteristics of solutions.
  1. Homogeneous versus heterogeneous mixtures
  2. Solvent and solute
  3. Strong and weak electrolytes
  4. Molarity
  5. Dilution of solutions
10. Classify the major types of chemical reactions.
  1. Precipitation reactions
    1. Molecular equations
    2. Complete ionic equations
    3. Net ionic equations
  2. Acid-base reactions
    1. Titration
    2. Equivalence point
  3. Oxidation-reduction reactions
    1. Oxidation states
    2. Balancing oxidation-reduction reactions

Changed	Field	Current Version	Proposed Version

		4. Combustion reactions in organic substances such as hydrocarbons and alcohols
		11. Apply the essential principles of thermodynamics to chemical systems.
		    1. State functions
		    2. Forms of energy
		        1. Kinetic and potential
		        2. Chemical and mechanical
		    3. First Law of Thermodynamics
		        1. Exothermic versus endothermic processes
		        2. Constant pressure versus constant volume
		        3. Hess's Law
		        4. Enthalpy of formation
		        5. The standard state
		    4. Calorimetry
		        1. Specific heat
		        2. Heat capacity
			4. Combustion reactions in organic substances such as hydrocarbons and alcohols
			11. Apply the essential principles of thermodynamics to chemical systems.
			    1. State functions
			    2. Forms of energy
			        1. Kinetic and potential
			        2. Chemical and mechanical
			    3. First Law of Thermodynamics
			        1. Exothermic versus endothermic processes
			        2. Constant pressure versus constant volume
			        3. Hess's Law
			        4. Enthalpy of formation
			        5. The standard state
			    4. Calorimetry
			        1. Specific heat
			        2. Heat capacity

	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version

❗	**Lab Outline**	1. Laboratory methodology
		    1. Maintaining a laboratory notebook
		    2. Writing laboratory reports
		2. Chemical safety
		3. Chemical Disposal
		    1. Materials safety data sheets (MSDS)
		    2. Laboratory environment
		        1. Separation of waste streams
		        2. Proper disposal methods
		        3. Environmental hazards of improper waste disposal
		    3. Personal safety
		        1. Maintaining laboratory cleanliness
		        2. Chemical labeling
		        3. Segregation of chemicals by hazard
		        4. Secondary containment
		    4. Emergency situations
		        1. Safety goggles
		        2. Limiting chemical exposure
		        3. Safety showers
		        4. Eyewash stations
		        5. Proper use of fire extinguishers
		        6. Fires
		        7. Earthquakes
		        8. Evacuation procedures
		4. Physical measurement
		    1. Gravimetric analysis
		        1. Taring
		        2. Mass by difference
		    2. Volumetric analysis
		5. Laboratory techniques
		    1. Proper ignition of Bunsen burners
		    2. Solid filtration
		    3. Use of pipettes
		6. Chemical analysis
		    1. Gravimetric analysis of a hydrate
		    2. Titration
		        1. Acid-base
		            1. Use of indicators
		            2. Relationship of endpoint to equivalence point
		        2. Redox
		    3. Conductivity
		    4. Calorimetry
			1. Laboratory methodology
			    1. Maintaining a laboratory notebook
			    2. Writing laboratory reports
			2. Chemical safety
			3. Chemical Disposal
			    1. Materials safety data sheets (MSDS)
			    2. Laboratory environment
			        1. Separation of waste streams
			        2. Proper disposal methods
			        3. Environmental hazards of improper waste disposal
			    3. Personal safety
			        1. Maintaining laboratory cleanliness
			        2. Chemical labeling
			        3. Segregation of chemicals by hazard
			        4. Secondary containment
			    4. Emergency situations
			        1. Safety goggles
			        2. Limiting chemical exposure
			        3. Safety showers
			        4. Eyewash stations
			        5. Proper use of fire extinguishers
			        6. Fires
			        7. Earthquakes
			        8. Evacuation procedures
			4. Group and individual experiments
			    1. Organization and communication of duties with lab partner(s)
			    2. Discussion of experimental results lab partners(s)
			    3. Discussion of sources of error with lab partners(s)
			5. Physical measurement
			    1. Gravimetric analysis
			        1. Taring
			        2. Mass by difference
			    2. Volumetric analysis
			6. Laboratory techniques
			    1. Proper ignition of Bunsen burners
			    2. Solid filtration
			    3. Use of pipettes
			7. Chemical analysis
			    1. Gravimetric analysis of a hydrate
			    2. Titration
			        1. Acid-base
			            1. Use of indicators
			            2. Relationship of endpoint to equivalence point
			        2. Redox
			    3. Conductivity
			    4. Calorimetry

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
❗	Prerequisite(s):	CHEM 25 or CHEM 30A with a grade of C or better, or satisfactory score on the Chemistry Placement Test; and intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	CHEM D025. or CHEM D030A with a grade of C or better, or satisfactory score on the Chemistry Placement Test; and intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Outline A: Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks. Outline C: Explore the historical development of understanding the structure of the atom. Outline D: Assess the development of the Periodic Table of Elements in light of modern atomic theory
	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	Assignment C3: Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required. Method of Evaluation G: Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Outline B: Investigate the critical aspects of measurement. Outline B1: Comparison of SI and British systems of units Outline B3: Limitations of measurement and statistical methods Outline C: Explore the historical development of understanding the structure of the atom

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
	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

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	Assignment C1: Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor. Method of Evaluation E: Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments
❗	**Objective 2: Investigate the use of mathematics in real world.**	No Value	Outline H: Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions. Outline K3: First Law of Thermodynamics Outline K4: Calorimetry Lab Outline G1: Gravimetric analysis of a hydrate Lab Outline G2: Titration Lab Outline G4: Calorimetry
❗	**Objective 3: Explore functions.**	No Value	Outline C6b: Wavefunctions Outline K1: State Functions
❗	**Objective 4: Develop linear function models.**	No Value	Lab Outline G3: Conductivity
	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	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
	Objective 9: Explore arithmetic sequences and series.	No Value	No Value
	Objective 10: Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world.	No Value	No Value

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline C: Explore the historical development of understanding the structure of the atom. Outline E: Differentiate the causes and types of molecular bonding. Outline J: Classify the major types of chemical reactions.

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	Laboratory Outline A1: Maintaining a laboratory notebook, Laboratory Outline A2: Writing laboratory reports Lab Outline D: Group and individual experiments, D1: Organization and communication of duties with lab partner(s), D2: Discussion of experimental results lab partners(s), D3: Discussion of sources of error with lab partners(s) Assignments C2: Experiment: Perform the lab experiments safely and efficiently both individually and in groups. Method of Evaluation G: Lab experiments will be evaluated based on compliance to safety protocols, adherence to instructions, the equality of the division of labor, and the nature and depth of results discussion with lab partner(s).
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Investigate the critical aspects of measurement. Outline F: Appraise the effect of quantum mechanics on formulation of molecular structure.
❗	**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: Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline C: Explore the historical development of understanding the structure of the atom. Outline D: Assess the development of the Periodic Table of Elements in light of modern atomic theory. Outline D1: History of the Periodic Table
❗	**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: Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions. Assignment C3: Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.

Comments

Changed	Questions	Current Version	Proposed Version				

Changed	Questions	Current Version	Proposed Version
❗	**Stage 2: Department Chair**	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/13/25	specifications	materials/college facilities	recommended	add student nitrile glove	Y
3/13/25	specifications	primary text	recommended	add OER book	Y

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
❗	**Stage 8: Dean of Online Learning**	No Value	

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/20/25	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the new Course Hybrid Delivery Request form available in eLumen under Reference Materials. (the one attached is from 2020)	Y

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CHEM 001A	CHEM 001A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	**DL Approval Date (MM/DD/YYYY)**	10/03/2022	No Value
❗	**Hybrid Approval Date (MM/DD/YYYY)**	10/03/2022	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	5yr review and CID compliance appr. 5/15/18 (effect. F19) - mkct. - Tech. change to advisory only for EWRT 1A appr. 3/3/20 (effect. F20).-mkct - Requisite change appr. 4/21/20 (effect. F20).-mkct - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Tech. change to add statement to prereq appr. 10/1/24 (effect. F25).-mkct	5yr review and CID compliance appr. 5/15/18 (effect. F19) - mkct. - Tech. change to advisory only for EWRT 1A appr. 3/3/20 (effect. F20).-mkct - Requisite change appr. 4/21/20 (effect. F20).-mkct - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Tech. change to add statement to prereq appr. 10/1/24 (effect. F25).-mkct

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CHEMD001A
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 24, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000245775

Articulation

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

De Anza College
Change Report
04/15/2025

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	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Req/Adv	Prerequisite(s):
Req/Adv	Limitation(s) on Enrollment:
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
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.
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.)

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 2: Department Chair
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mary Clark Tillman	• Chris Deming
	Course ID (CB01A and CB01B)	CHEMD01AH	CHEMD01AH
	Course Control Number	CCC000603940	CCC000603940
	Course Title (CB02)	General Chemistry I - HONORS	General Chemistry I - HONORS
	Short Course Title	GENERAL CHEMISTRY I - HONORS	GENERAL CHEMISTRY I - HONORS
	TOP Code (CB03)	1905.00	1905.00 Chemistry, General
	CIP Code	Chemistry, General	40.0501 Chemistry, General
	Department	CHEM - Chemistry	CHEM - Chemistry
❗	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	This course provides an introduction to the structure and reactivity of matter at the molecular level, as well as an application of critical reasoning to modern chemical theory and structured numerical problem-solving. Students will learn the development of molecular structure from rudimentary quantum mechanics, including an introduction to ionic and covalent bonding; chemical problem-solving involving both formula and reaction stoichiometry employing the unit analysis method, and be introduced to thermochemistry and a discussion of the first law of thermodynamics. Additionally, this course is part of the Honors Program.	This course provides an introduction to the structure and reactivity of matter at the molecular level, as well as an application of critical reasoning to modern chemical theory and structured numerical problem-solving. Students will learn the development of molecular structure from rudimentary quantum mechanics, including an introduction to ionic and covalent bonding; chemical problem-solving involving both formula and reaction stoichiometry employing the unit analysis method, and be introduced to thermochemistry and a discussion of the first law of thermodynamics. Additionally, this course is part of the Honors Program.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	• In person ONLY	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Chemistry
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - CHEMISTRY

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 Chemistry at all CSUs and UCs. This course meets a general education requirement for De Anza GE and Cal-GETC. This course is a part of the Biological Sciences A.S. degree. This is the first of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry. Additionally, this course is a part of the Honors Program.	This course is a major preparation requirement in the discipline of Chemistry at all CSUs and UCs. This course meets a general education requirement for De Anza GE and Cal-GETC. This course is a part of the Biological Sciences A.S. degree. This is the first of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry. Additionally, this course is a part of the Honors Program.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

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

Associated Programs

❗	**Will the course fulfill a UC/CSU lower-division**	No value	<u>No</u>
	If yes, identify the UC/CSU campus,	No value	

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**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 (In Development) **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Biological Sciences (In Development) **Award Type** Associate in Science (A.S.) 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 (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Biology for Transfer (In Development) **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 (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		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 Geology for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Geology for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC (In Development)	**Associated Program** IGETC (In Development)

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)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

GE Information

System/Institution	C-ID		**System/Institution**	C-ID
Area(s)	• CHEM - Approved.		**Area(s)**	• CHEM - Approved.
-	• (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) required for C-ID CHEM 110 • (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S		**-**	• (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) required for C-ID CHEM 110 • (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S

System/Institution	Cal-GETC		**System/Institution**	Cal-GETC
Area(s)	• CA5A - Approved. • CA5C - Approved.		**Area(s)**	• CA5A - Approved. • CA5C - Approved.
-	No value		**-**	No value

System/Institution	De Anza GE		**System/Institution**	De Anza GE
Area(s)	• 2G5X - Approved.		**Area(s)**	• 2G5X - Approved.
-	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	6	6
	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	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	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	72	72
	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	108	108
	Total Laboratory Hours per Term	72	72
	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 (Current Version)

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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

Methods of Instruction (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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

❗ **Assignments**

Current Version:

1. Reading
   1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
   2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
2. Writing
   1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
   2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
3. Laboratory assignments
   1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
   2. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.
4. The honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report which may include an oral presentation.

Proposed Version:

1. Reading
   1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
   2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
2. Writing
   1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
   2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
3. Laboratory assignments
   1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
   2. Experiment: Perform the lab experiments safely and efficiently both individually and in groups
   3. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.
4. The honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report which may include an oral presentation.

Changed	Field	Current Version	Proposed Version

Methods of Evaluation

Methods of Evaluation	

Current Version

Methods of Evaluation	1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.

2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
7. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method
8. The honors advanced problems and research report would be evaluated for accuracy of response, depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.

Proposed Version

Methods of Evaluation

Methods of Evaluation	1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.

2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Lab experiments will be evaluated based on compliance to safety protocols, adherence to instructions, the equality of the division of labor, and the nature and depth of results discussion with lab partner(s).
7. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
8. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method
9. The honors advanced problems and research report would be evaluated for accuracy of response, depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials** • Safety goggles **Essential College Facilities** • Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician, Lecture room with a periodic table	**Essential Student Materials** • Safety goggles • Nitrile gloves **Essential College Facilities** • Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician. Lecture room with a periodic table

Examples of Primary Texts and References

Current Version:

Title	Chemistry: The Molecular Nature of Matter and Change
Author	Silberberg and Amateis
Publisher	McGraw-Hill
Date/Edition	9th edition, 2021
ISBN	978-1-260-24021-4.

Title	De Anza Chemistry Department General Chemistry Laboratory Manual
Author	De Anza Chemistry Department
Publisher	(https://www.deanza.edu/chemistry/Chem1A.html)
Date/Edition	2022
ISBN	No value

Proposed Version:

Title	De Anza Chemistry Department General Chemistry Laboratory Manual
Author	De Anza Chemistry Department
Publisher	(https://www.deanza.edu/chemistry/Chem1A.html
Date/Edition	2022
ISBN	No value

Title	CHEMISTRY: A Molecular Approach
Author	Tro, Nivaldo
Publisher	Pearson
Date/Edition	2022/6th edition
ISBN	978-0-137-83196-8

Title	CHEMISTRY
Author	Flowers, Theopold, Langley, and Robinson
Publisher	OpenStax
Date/Edition	2nd Edition
ISBN	978-1-947-17262-3

Field	Current Version	Proposed Version
Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks. - Investigate the critical aspects of measurement. - Explore the historical development of understanding the structure of the atom. - Assess the development of the Periodic Table of Elements in light of modern atomic theory. - Differentiate the causes and types of molecular bonding. - Appraise the effect of quantum mechanics on formulation of molecular structure. - Employ systematic nomenclature to the identification of molecules. - Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions. - Examine the prominent characteristics of solutions. - Classify the major types of chemical reactions. - Apply the essential principles of thermodynamics to chemical systems. - Explore in depth advanced topics of general chemistry through problem-solving and/or projects.	- Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks. - Investigate the critical aspects of measurement. - Explore the historical development of understanding the structure of the atom. - Assess the development of the Periodic Table of Elements in light of modern atomic theory. - Differentiate the causes and types of molecular bonding. - Appraise the effect of quantum mechanics on formulation of molecular structure. - Employ systematic nomenclature to the identification of molecules. - Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions. - Examine the prominent characteristics of solutions. - Classify the major types of chemical reactions. - Apply the essential principles of thermodynamics to chemical systems. - Explore in depth advanced topics of general chemistry through problem-solving and/or projects.
❗	**CSLOs**		

CSLOs	Apply the first law of thermodynamics to chemical reactions.
Expected SLO Performance	0.0

CSLOs	Construct balanced reaction equations and illustrate principles of stoichiometry.
Expected SLO Performance	0.0

CSLOs	Identify and explain trends in the periodic table.
Expected SLO Performance	0.0

CSLOs	Construct balanced reaction equations and illustrate principles of stoichiometry.
Expected SLO Performance	0.0

CSLOs	Apply the first law of thermodynamics to chemical reactions.
Expected SLO Performance	0.0

CSLOs	Identify and explain trends in the periodic table.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks. 　1. Historical development of chemical principles 　2. Application of chemistry to topics such as environmental stewardship and traditional medicine. 2. Investigate the critical aspects of measurement. 　1. Comparison of SI and British systems of units 　2. Problem solving using dimensional analysis 　3. Limitations of measurement and statistical methods 　　1. Precision versus accuracy 　　2. Significant figures 　　3. Standard deviation 3. Explore the historical development of understanding the structure of the atom. 　1. Historical development of atomic theory 　　1. Proust's Law of Definite Proportions 　　2. Dalton's Law of Multiple Proportions 　　3. Dalton's atomic theory 　　4. Millikan oil drop experiment 　　5. Thompson cathode-ray tubes 　　6. Rutherford nuclear deflection experiment 　2. Sub-atomic structure 　　1. Protons, neutrons, and electrons 　　2. Nuclei 　3. Nomenclature of atoms 　　1. Atomic number, atomic mass, mass number 　　2. Isotopes 　4. The Bohr Model of the atom 　　1. Quantization of energy 　　2. Ground and excited states 　　3. Electronic transitions 　5. Development of modern quantum theory 　　1. Electromagnetic spectrum 　　2. Wave-particle duality of light 　6. Implications of elementary quantum mechanics 　　1. Heisenberg Uncertainty Principle 　　2. Wavefunctions 　　3. The Born interpretation 　　4. Quantum numbers 　　5. Orbital shapes 　　6. Nodes and degeneracy 　　7. Electron spin 　　8. Extension to polyelectronic atoms 　7. Electronic configurations 　　1. Hund's Rule 　　2. The Aufbau Principle 　　3. Pauli Exclusion Principle 　8. Ions 　　1. Cations 　　2. Anions 4. Assess the development of the Periodic Table of Elements in light of modern atomic theory. 　1. History of the Periodic Table 　2. Periodic trends of the elements 　　1. Ionization energy 　　2. Electronic affinity 　　3. Atomic radii 　　4. Ionic radii 　　5. Electronegativity 　3. Survey of elemental groups 5. Differentiate the causes and types of molecular bonding. 　1. Types of chemical bonds 　　1. Covalent 　　2. Ionic 　　3. Metallic	1. Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks. 　1. Historical development of chemical principles 　2. Application of chemistry to topics such as environmental stewardship and traditional medicine. 2. Investigate the critical aspects of measurement. 　1. Comparison of SI and British systems of units 　2. Problem solving using dimensional analysis 　3. Limitations of measurement and statistical methods 　　1. Precision versus accuracy 　　2. Significant figures 　　3. Standard deviation 3. Explore the historical development of understanding the structure of the atom. 　1. Historical development of atomic theory 　　1. Proust's Law of Definite Proportions 　　2. Dalton's Law of Multiple Proportions 　　3. Dalton's atomic theory 　　4. Millikan oil drop experiment 　　5. Thompson cathode-ray tubes 　　6. Rutherford nuclear deflection experiment 　2. Sub-atomic structure 　　1. Protons, neutrons, and electrons 　　2. Nuclei 　3. Nomenclature of atoms 　　1. Atomic number, atomic mass, mass number 　　2. Isotopes 　4. The Bohr Model of the atom 　　1. Quantization of energy 　　2. Ground and excited states 　　3. Electronic transitions 　5. Development of modern quantum theory 　　1. Electromagnetic spectrum 　　2. Wave-particle duality of light 　6. Implications of elementary quantum mechanics 　　1. Heisenberg Uncertainty Principle 　　2. Wavefunctions 　　3. The Born interpretation 　　4. Quantum numbers 　　5. Orbital shapes 　　6. Nodes and degeneracy 　　7. Electron spin 　　8. Extension to polyelectronic atoms 　7. Electronic configurations 　　1. Hund's Rule 　　2. The Aufbau Principle 　　3. Pauli Exclusion Principle 　8. Ions 　　1. Cations 　　2. Anions 4. Assess the development of the Periodic Table of Elements in light of modern atomic theory. 　1. History of the Periodic Table 　2. Periodic trends of the elements 　　1. Ionization energy 　　2. Electronic affinity 　　3. Atomic radii 　　4. Ionic radii 　　5. Electronegativity 　3. Survey of elemental groups 5. Differentiate the causes and types of molecular bonding. 　1. Types of chemical bonds 　　1. Covalent 　　2. Ionic 　　3. Metallic

Changed	Field	Current Version	Proposed Version

4. Coordinate covalent
2. Relationship of bond type to electronegativity
3. Dipole moments
4. Lattice energy
5. Bond enthalpies
6. Appraise the effect of quantum mechanics on formulation of molecular structure.
 1. Lewis structures of organic and inorganic substances
  1. The octet rule
  2. Exceptions to the octet rule
  3. Resonance structures
  4. Formal charge
 2. VSEPR theory
  1. Molecular geometries
  2. Hybridization of atomic orbitals in organic and inorganic molecules/ions
 3. Molecular orbital theory
  1. Bonding and antibonding orbitals
  2. Sigma and pi bonds in simple organic molecules such as alkanes, alkenes, alkynes, and aromatics
  3. Bond order
  4. Paramagnetism
  5. Homonuclear diatomic molecules
  6. Heteronuclear diatomic molecules
  7. Delocalized bonding in organic molecules such as benzene
7. Employ systematic nomenclature to the identification of molecules.
 1. Ionic compounds with fixed cation charge
 2. Ionic compounds with variable charge cations
 3. Binary covalent compounds
 4. Acids
 5. Simple organic substances
8. Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions.
 1. Historical development of stoichiometry
  1. Law of Conservation of Mass
  2. Avogadro's Hypothesis
 2. Stoichiometry
  1. The mole
  2. Molar mass
  3. Avogadro's number
 3. Percent composition of compounds
  1. Calculation from combustion analysis
  2. Calculation from given masses
 4. Determine compound formulas
  1. Empirical formula
  2. Structural formula
 5. Balance simple chemical equations
 6. Identify limiting reagents
 7. Calculate percent yield
9. Examine the prominent characteristics of solutions.
 1. Homogeneous versus heterogeneous mixtures
 2. Solvent and solute
 3. Strong and weak electrolytes
 4. Molarity
 5. Dilution of solutions
10. Classify the major types of chemical reactions.
 1. Precipitation reactions
  1. Molecular equations
  2. Complete ionic equations
  3. Net ionic equations
 2. Acid-base reactions
  1. Titration
  2. Equivalence point
 3. Oxidation-reduction reactions
  1. Oxidation states
  2. Balancing oxidation-reduction reactions

Changed	Field	Current Version	Proposed Version

		4. Combustion reactions in organic substances such as hydrocarbons and alcohols
		11. Apply the essential principles of thermodynamics to chemical systems.
		  1. State functions
		  2. Forms of energy
		    1. Kinetic and potential
		    2. Chemical and mechanical
		  3. First Law of Thermodynamics
		    1. Exothermic versus endothermic processes
		    2. Constant pressure versus constant volume
		    3. Hess's Law
		    4. Enthalpy of formation
		    5. The standard state
		  4. Calorimetry
		    1. Specific heat
		    2. Heat capacity
		12. Explore in depth advanced topics of general chemistry through problem-solving and/or projects.
		  1. Typical problem solving topics may include but are not limited to any of the following:
		    1. Determine the solutions to the one-dimensional particle-in-a-box electron wavefunctions.
		    2. Derive an expression for enthalpy from general thermodynamic relationships.
		  2. Typical project topics may include but are not limited to any of the following:
		    1. Explore the historical development of atomic theory from the Greek notion of atomism through to the modern quantum model of atomic structure.
		    2. Investigate the relationship between hybridization, bonding, and structure in delocalized and/or organic molecules.
		    3. Investigate the role of molecular orbital theory in the spectroscopy of small molecules.
			4. Combustion reactions in organic substances such as hydrocarbons and alcohols
			11. Apply the essential principles of thermodynamics to chemical systems.
			  1. State functions
			  2. Forms of energy
			    1. Kinetic and potential
			    2. Chemical and mechanical
			  3. First Law of Thermodynamics
			    1. Exothermic versus endothermic processes
			    2. Constant pressure versus constant volume
			    3. Hess's Law
			    4. Enthalpy of formation
			    5. The standard state
			  4. Calorimetry
			    1. Specific heat
			    2. Heat capacity
			12. Explore in depth advanced topics of general chemistry through problem-solving and/or projects.
			  1. Typical problem solving topics may include but are not limited to any of the following:
			    1. Determine the solutions to the one-dimensional particle-in-a-box electron wavefunctions.
			    2. Derive an expression for enthalpy from general thermodynamic relationships.
			  2. Typical project topics may include but are not limited to any of the following:
			    1. Explore the historical development of atomic theory from the Greek notion of atomism through to the modern quantum model of atomic structure.
			    2. Investigate the relationship between hybridization, bonding, and structure in delocalized and/or organic molecules.
			    3. Investigate the role of molecular orbital theory in the spectroscopy of small molecules.

	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version

❗	**Lab Outline**	1. Laboratory methodology
		  1. Maintaining a laboratory notebook
		  2. Writing laboratory reports
		2. Chemical safety
		3. Chemical disposal
		  1. Materials safety data sheets (MSDS)
		  2. Laboratory environment
		    1. Separation of waste streams
		    2. Proper disposal methods
		    3. Environmental hazards of improper waste disposal
		  3. Personal safety
		    1. Maintaining laboratory cleanliness
		    2. Chemical labeling
		    3. Segregation of chemicals by hazard
		    4. Secondary containment
		  4. Emergency situations
		    1. Safety goggles
		    2. Limiting chemical exposure
		    3. Safety showers
		    4. Eyewash stations
		    5. Proper use of fire extinguishers
		    6. Fires
		    7. Earthquakes
		    8. Evacuation procedures
		4. Physical measurement
		  1. Gravimetric analysis
		    1. Taring
		    2. Mass by difference
		  2. Volumetric Analysis
		5. Laboratory techniques
		  1. Proper ignition of Bunsen burners
		  2. Solid filtration
		  3. Use of pipettes
		6. Chemical analysis
		  1. Gravimetric analysis of a hydrate
		  2. Titration
		    1. Acid-base
		      1. Use of indicators
		      2. Relationship of endpoint to equivalence point
		    2. Redox
		  3. Conductivity
		  4. Calorimetry
			1. Laboratory methodology
			  1. Maintaining a laboratory notebook
			  2. Writing laboratory reports
			2. Chemical safety
			3. Chemical disposal
			  1. Materials safety data sheets (MSDS)
			  2. Laboratory environment
			    1. Separation of waste streams
			    2. Proper disposal methods
			    3. Environmental hazards of improper waste disposal
			  3. Personal safety
			    1. Maintaining laboratory cleanliness
			    2. Chemical labeling
			    3. Segregation of chemicals by hazard
			    4. Secondary containment
			  4. Emergency situations
			    1. Safety goggles
			    2. Limiting chemical exposure
			    3. Safety showers
			    4. Eyewash stations
			    5. Proper use of fire extinguishers
			    6. Fires
			    7. Earthquakes
			    8. Evacuation procedures
			4. Group and individual experiments
			  1. Organization and communication of duties with lab partner(s)
			  2. Discussion of experimental results lab partners(s)
			  3. Discussion of sources of error with lab partners(s)
			5. Physical measurement
			  1. Gravimetric analysis
			    1. Taring
			    2. Mass by difference
			  2. Volumetric Analysis
			6. Laboratory techniques
			  1. Proper ignition of Bunsen burners
			  2. Solid filtration
			  3. Use of pipettes
			7. Chemical analysis
			  1. Gravimetric analysis of a hydrate
			  2. Titration
			    1. Acid-base
			      1. Use of indicators
			      2. Relationship of endpoint to equivalence point
			    2. Redox
			  3. Conductivity
			  4. Calorimetry

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
❗	Prerequisite(s):	CHEM 25 or CHEM 30A with a grade of C or better, or satisfactory score on the Chemistry Placement Test; and intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra	CHEM D025. or CHEM D030A with a grade of C or better, or satisfactory score on the Chemistry Placement Test; and intermediate algebra or equivalent (or higher), or appropriate placement beyond intermediate algebra
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value

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.) (Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Outline A: Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks. Outline C: Explore the historical development of understanding the structure of the atom. Outline D: Assess the development of the Periodic Table of Elements in light of modern atomic theory
	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	Assignment C3: Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required. Method of Evaluation G: Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Outline B: Investigate the critical aspects of measurement. Outline B1: Comparison of SI and British systems of units Outline B3: Limitations of measurement and statistical methods Outline C: Explore the historical development of understanding the structure of the atom

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
	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
	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	Assignment C1: Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor. Method of Evaluation E: Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments
❗	**Objective 2: Investigate the use of mathematics in real world.**	No Value	Outline H: Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions. Outline K3: First Law of Thermodynamics Outline K4: Calorimetry Lab Outline G1: Gravimetric analysis of a hydrate Lab Outline G2: Titration Lab Outline G4: Calorimetry
❗	**Objective 3: Explore functions.**	No Value	Outline C6b: Wavefunctions Outline K1: State Functions
❗	**Objective 4: Develop linear function models.**	No Value	Lab Outline G3: Conductivity
	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	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
	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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
❗	**Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.**	No Value	Admission to this course requires the consent of the Honors coordinator as well as consent from the instructor and division dean and an approved special projects contract.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline C: Explore the historical development of understanding the structure of the atom. Outline E: Differentiate the causes and types of molecular bonding. Outline J: Classify the major types of chemical reactions.

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	Laboratory Outline A1: Maintaining a laboratory notebook, Laboratory Outline A2: Writing laboratory reports Lab Outline D: Group and individual experiments, D1: Organization and communication of duties with lab partner(s), D2: Discussion of experimental results lab partners(s), D3: Discussion of sources of error with lab partners(s) Assignments C2: Experiment: Perform the lab experiments safely and efficiently both individually and in groups. Method of Evaluation G: Lab experiments will be evaluated based on compliance to safety protocols, adherence to instructions, the equality of the division of labor, and the nature and depth of results discussion with lab partner(s).
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline B: Investigate the critical aspects of measurement. Outline F: Appraise the effect of quantum mechanics on formulation of molecular structure.
❗	**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: Examine contributions by investigators of diverse cultures and times to the body of chemical knowledge, with an emphasis on physical and chemical conceptual frameworks.
❗	**Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline C: Explore the historical development of understanding the structure of the atom. Outline D: Assess the development of the Periodic Table of Elements in light of modern atomic theory. Outline D1: History of the Periodic Table
❗	**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: Utilize the principles of stoichiometry to analyze compounds, chemical mixtures, and reactions. Assignment C3: Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.

Comments

Changed	Questions	Current Version	Proposed Version
⊖	**Stage 2: Department Chair**	No Value	*(see nested table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/13/25	specifications	student materials/college facilities	recommended	add nitrile glove	Y
3/13/25	specifications	primary text	recommended	add OER book	Y

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
⊖	**Stage 7: Content Review Matrix Liaison**	No Value	*(see nested table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/20/25	Matrix H	Objective 2	Required	Complete this field for your honors cohort	Y (3/27/25)

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
⊖	**Stage 9: Articulation Officer**	No Value	*(see nested table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/10/2025	Specifications	Examples of Primary Texts	Required	The primary text does not match between the standard 1C course and the Honors version. They should be identical, but the publication years do not match. They are clearly the same textbook, but they were not listed identically	

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CHEM 01AH	CHEM 01AH
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	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)	No Value	No Value
	Curriculum Office Notes	- New course request and CID compliance appr. 5/15/18 (effect. F19) - mkct. - Tech. change to advisory only for EWRT 1A appr. 3/3/20 (effect. F20).-mkct - Requisite change appr. 4/21/20 (effect. F20).-mkct - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Tech. change to add statement to prereq appr. 10/1/24 (effect. F25).-mkct	- New course request and CID compliance appr. 5/15/18 (effect. F19) - mkct. - Tech. change to advisory only for EWRT 1A appr. 3/3/20 (effect. F20).-mkct - Requisite change appr. 4/21/20 (effect. F20).-mkct - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Tech. change to add statement to prereq appr. 10/1/24 (effect. F25).-mkct

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CHEMD01AH
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 24, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000603940

Articulation

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

Change Report

04/14/2025

Summary of Changes

Section	Changed field

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Chris Deming • Muzzi, Cinzia
	Course ID (CB01A and CB01B)	CHEMD001B	CHEMD001B
	Course Control Number	CCC000336809	CCC000336809
	Course Title (CB02)	General Chemistry II	General Chemistry II
	Short Course Title	GENERAL CHEMISTRY II	GENERAL CHEMISTRY II
	TOP Code (CB03)	1905.00	1905.00 Chemistry, General
	CIP Code	Chemistry, General	40.0501 Chemistry, General
	Department	CHEM - Chemistry	CHEM - Chemistry
	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	This course is a continuation of an introduction to the principles of chemistry covering the investigations of intermolecular forces and their effects on chemical and physical properties. Also covered are investigations of reversible reactions from the standpoints of kinetics, thermodynamics, and equilibrium. Investigation and application of gas laws and kinetic molecular theory.	This course is a continuation of an introduction to the principles of chemistry covering the investigations of intermolecular forces and their effects on chemical and physical properties. Also covered are investigations of reversible reactions from the standpoints of kinetics, thermodynamics, and equilibrium. ~~Investigation~~ Additionally, this course covers the investigation and application of gas laws and kinetic molecular theory.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	• Chemistry
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	• FHDA FSA - CHEMISTRY

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 Chemistry at all CSUs and UCs. This course meets a general education requirement for Cal-GETC. This is the second of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry, preparing the students for upper-division coursework in both chemistry and biology.	This course is a major preparation requirement in the discipline of Chemistry at all CSUs and UCs. This course meets a general education requirement for ~~Cal-GETC.~~ Cal-GETC and is a part of the Biological Sciences A.S. degree. This is the second of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry, preparing the students for upper-division coursework in both chemistry and biology.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version

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		

GE Information — Current Version

System/Institution	C-ID
Area(s)	• CHEM - Approved.
-	• (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) required for C-ID CHEM 110 • (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S

System/Institution	Cal-GETC
Area(s)	• CA5A - Approved. • CA5C - Approved.
-	No value

GE Information — Proposed Version

System/Institution	C-ID
Area(s)	• CHEM - Approved.
-	• (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) required for C-ID CHEM 110 • (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S

System/Institution	Cal-GETC
Area(s)	• CA5A - Approved. • CA5C - Approved.
-	No value

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	108	108
	Total Laboratory Hours per Term	72	72
	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

Current Version

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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

Proposed Version

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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

Changed	Field	Current Version	Proposed Version

	Assignments	1. Reading
		  1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
		  2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
		2. Writing
		  1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
		  2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
		3. Laboratory assignments
		  1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
		  2. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.
			1. Reading
			  1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
			  2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
			2. Writing
			  1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
			  2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
			3. Laboratory assignments
			  1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
			  2. Experiment: Perform the lab experiments safely and efficiently both individually and in groups
			  3. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.

Changed	Field	Current Version	Proposed Version

Methods of Evaluation

	Current Version	Proposed Version
Methods of Evaluation		Methods of Evaluation

| **Methods of Evaluation** | 1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
7. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method. | **Methods of Evaluation** | 1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Lab experiments will be evaluated based on compliance to safety protocols, adherence to instructions, the equality of the division of labor, and the nature and depth of results discussion with lab partner(s).
7. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
8. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method. |

	Essential Student Materials/Essential College Facilities	**Essential Student Materials** • Safety goggles **Essential College Facilities** • Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician, Lecture room with a periodic table	**Essential Student Materials** • Safety goggles • Nitrile gloves **Essential College Facilities** • Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician. Lecture room with a periodic table

Changed	Field	Current Version	Proposed Version

Examples of Primary Texts and References

Title	. ChemistryThe Molecular Nature of Matter and Change
Author	Silberberg and Amateis
Publisher	McGraw-Hill, 2021
Date/Edition	9th edition, 2021
ISBN	978-1-260-24021-4

Title	De Anza Chemistry Department General Chemistry Laboratory Manual
Author	De Anza Chemistry Department
Publisher	(https://www.deanza.edu/chemistry/Chem1B.html)
Date/Edition	2022
ISBN	No value

Proposed Version:

Title	De Anza Chemistry Department General Chemistry Laboratory Manual
Author	De Anza Chemistry Department
Publisher	(https://www.deanza.edu/chemistry/Chem1B.html
Date/Edition	2022
ISBN	No value

Title	CHEMISTRY: A Molecular Approach
Author	Tro, Nivaldo
Publisher	Pearson
Date/Edition	2022/6th edition
ISBN	978-0-137-83196-8

Title	CHEMISTRY
Author	Flowers, Theopold, Langley, and Robinson
Publisher	OpenStax
Date/Edition	2nd Edition
ISBN	978-1-947-17262-3

	Current Version	Proposed Version
Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Evaluate how intermolecular forces influence solids, liquids and phase changes - Calculate the rate of a reaction and assess the mechanism of action - Utilize the fundamental principles of equilibrium to probe reaction dynamics. - Differentiate between acids and bases and evaluate their reactivity. - Employ the principles of equilibrium in an expanded discussion of thermodynamics. - Analyze the behavior of gases	- Evaluate how intermolecular forces influence solids, liquids and phase changes - Calculate the rate of a reaction and assess the mechanism of action - Utilize the fundamental principles of equilibrium to probe reaction dynamics. - Differentiate between acids and bases and evaluate their reactivity. - Employ the principles of equilibrium in an expanded discussion of thermodynamics. - Analyze the behavior of gases

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Evaluate the principles of molecular kinetics.
Expected SLO Performance	0.0

CSLOs	Apply principles of chemical equilibrium to chemical reactions.
Expected SLO Performance	0.0

CSLOs	Apply the second and third laws of thermodynamics to chemical reactions.
Expected SLO Performance	0.0

CSLOs	Demonstrate a knowledge of intermolecular forces.
Expected SLO Performance	0.0

CSLOs	Evaluate the principles of molecular kinetics.
Expected SLO Performance	0.0

CSLOs	Apply principles of chemical equilibrium to chemical reactions.
Expected SLO Performance	0.0

CSLOs	Apply the second and third laws of thermodynamics to chemical reactions.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Evaluate how intermolecular forces influence solids, liquids and phase changes
		  1. Thermodynamics of phase changes
		    1. Enthalpy of fusion
		    2. Enthalpy of vaporization
		    3. Heating curves
		  2. Phase diagrams
		    1. Equilibrium nature of phase changes
		      1. Temperature and vapor pressure
		      2. Pressure and boiling point
		    2. Constructing and reading phase diagrams
		      1. Phase boundaries
		      2. Triple point
		      3. Critical point
		    3. Water and other exceptions to standard phase diagram
		  3. Types of intermolecular forces
		  4. Properties of liquids
		    1. Surface tension
		    2. Capillary action
		    3. Viscosity
		    4. Water as an unusual liquid
		  5. Structure and properties of solids
		    1. Cubic crystal structures
		    2. Types of crystalline solids
		    3. Amorphous solids
		2. Calculate the rate of a reaction and assess the mechanism of action
		  1. Reactions rates
		    1. Instantaneous rates
		    2. Graphical interpretation of rates
		  2. Rate laws
		    1. Rate constant
		    2. Order of reaction
		    3. Method of initial rates
		    4. Recognition of zero-, first-, and second-order reactions
		  3. Reaction mechanisms
		    1. Elementary steps
		    2. Unimolecular, bimolecular, and termolecular reactions
		    3. Rate-determining step
		    4. Activation energy
		    5. Transition state
		    6. Steric factors
		    7. Arrhenius equation
		    8. Reaction coordinate diagrams
		  4. Catalysis
		3. Utilize the fundamental principles of equilibrium to probe reaction dynamics.
		  1. Definition of equilibrium
		  2. Equilibrium constants
		    1. Law of mass action
		    2. Constants involving solutions
		    3. Constants involving gases
		    4. Heterogeneous equilibria
		    5. Reaction quotient
		  3. Solving equilibrium problems
		  4. Le Chatelier's principle
		    1. Concentration effects
		    2. Pressure effects
		    3. Temperature effects
		4. Differentiate between acids and bases and evaluate their reactivity.
		  1. Classification of acid-base reactions
		    1. Arrhenius model
		    2. Bronsted-Lowry model
		    3. Lewis model
		  2. Conjugate acid and base pairs
		  3. Acids
		    1. Acid dissociation constant
			1. Evaluate how intermolecular forces influence solids, liquids and phase changes
			  1. Thermodynamics of phase changes
			    1. Enthalpy of fusion
			    2. Enthalpy of vaporization
			    3. Heating curves
			  2. Phase diagrams
			    1. Equilibrium nature of phase changes
			      1. Temperature and vapor pressure
			      2. Pressure and boiling point
			    2. Constructing and reading phase diagrams
			      1. Phase boundaries
			      2. Triple point
			      3. Critical point
			    3. Water and other exceptions to standard phase diagram
			  3. Types of intermolecular forces
			  4. Properties of liquids
			    1. Surface tension
			    2. Capillary action
			    3. Viscosity
			    4. Water as an unusual liquid
			  5. Structure and properties of solids
			    1. Cubic crystal structures
			    2. Types of crystalline solids
			    3. Amorphous solids
			2. Calculate the rate of a reaction and assess the mechanism of action
			  1. Reactions rates
			    1. Instantaneous rates
			    2. Graphical interpretation of rates
			  2. Rate laws
			    1. Rate constant
			    2. Order of reaction
			    3. Method of initial rates
			    4. Recognition of zero-, first-, and second-order reactions
			  3. Reaction mechanisms
			    1. Elementary steps
			    2. Unimolecular, bimolecular, and termolecular reactions
			    3. Rate-determining step
			    4. Activation energy
			    5. Transition state
			    6. Steric factors
			    7. Arrhenius equation
			    8. Reaction coordinate diagrams
			  4. Catalysis
			3. Utilize the fundamental principles of equilibrium to probe reaction dynamics.
			  1. Definition of equilibrium
			  2. Equilibrium constants
			    1. Law of mass action
			    2. Constants involving solutions
			    3. Constants involving gases
			    4. Heterogeneous equilibria
			    5. Reaction quotient
			  3. Solving equilibrium problems
			  4. Le Chatelier's principle
			    1. Concentration effects
			    2. Pressure effects
			    3. Temperature effects
			4. Differentiate between acids and bases and evaluate their reactivity.
			  1. Classification of acid-base reactions
			    1. Arrhenius model
			    2. Bronsted-Lowry model
			    3. Lewis model
			  2. Conjugate acid and base pairs
			  3. Acids
			    1. Acid dissociation constant

Changed	Field	Current Version	Proposed Version

		2. Strong and weak acids
		3. Polyprotic acids
		4. Structure effects on acid strength
		4. Strong and weak bases
		5. Amphoteric compounds
		6. The pH scale
		  1. Autoionization of water
		  2. Definition of the pH scale
		  3. Calculate the pH of a solution of a strong acid or base
		  4. Calculate the pH of a solution of a weak acid or base
		  5. Calculate percent dissociation
		7. Acid-base properties of salts
		8. Acid-base properties of oxides
		5. Employ the principles of equilibrium in an expanded discussion of thermodynamics.
		  1. Entropy
		  2. The Second Law of thermodynamics
		  3. The Third Law of thermodynamics
		  4. Spontaneity
		  5. Free energy
		    1. Standard free energy
		    2. Relationship to equilibrium constants
		  6. Reversible versus irreversible processes
		6. Analyze the behavior of gases
		  1. Pressure
		    1. Units of measure
		    2. Standard atmosphere
		  2. Historical development of gas laws
		    1. Boyle's Law
		    2. Charles's Law
		    3. Avagadro's Law
		  3. Solving Gas Law Problems
		    1. The Ideal Gas Law
		    2. Universal gas constant
		    3. Molar volume, molar mass and gas density
		    4. Standard temperature and pressure
		    5. Gas stoichiometry problems
		  4. Mixtures of Gases: partial pressures
		    1. Dalton's Law
		    2. Mole Fraction
		  5. Kinetic Molecular Theory
		    1. Tenets of KMT
		    2. Meaning of temperature
		    3. Root-mean-square speed
		  6. Effusion and Diffusion
		  7. Real Gases: The van der Waals Equation
			2. Strong and weak acids
			3. Polyprotic acids
			4. Structure effects on acid strength
			4. Strong and weak bases
			5. Amphoteric compounds
			6. The pH scale
			  1. Autoionization of water
			  2. Definition of the pH scale
			  3. Calculate the pH of a solution of a strong acid or base
			  4. Calculate the pH of a solution of a weak acid or base
			  5. Calculate percent dissociation
			7. Acid-base properties of salts
			8. Acid-base properties of oxides
			5. Employ the principles of equilibrium in an expanded discussion of thermodynamics.
			  1. Entropy
			  2. The Second Law of thermodynamics
			  3. The Third Law of thermodynamics
			  4. Spontaneity
			  5. Free energy
			    1. Standard free energy
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			6. Analyze the behavior of gases
			  1. Pressure
			    1. Units of measure
			    2. Standard atmosphere
			  2. Historical development of gas laws
			    1. Boyle's Law
			    2. Charles's Law
			    3. Avagadro's Law
			  3. Solving Gas Law Problems
			    1. The Ideal Gas Law
			    2. Universal gas constant
			    3. Molar volume, molar mass and gas density
			    4. Standard temperature and pressure
			    5. Gas stoichiometry problems
			  4. Mixtures of Gases: partial pressures
			    1. Dalton's Law
			    2. Mole Fraction
			  5. Kinetic Molecular Theory
			    1. Tenets of KMT
			    2. Meaning of temperature
			    3. Root-mean-square speed
			  6. Effusion and Diffusion
			  7. Real Gases: The van der Waals Equation

	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version

	Lab Outline	1. Laboratory methodology
		  1. Maintaining a laboratory notebook
		  2. Writing laboratory reports
		2. Chemical safety
		  1. Materials safety data sheets (MSDS)
		  2. Chemical disposal
		    1. Separation of waste streams
		    2. Proper disposal methods
		    3. Environmental hazards of improper waste disposal
		  3. Laboratory environment
		    1. Maintaining laboratory cleanliness
		    2. Chemical labeling
		    3. Segregation of chemicals by hazard
		    4. Secondary containment
		  4. Personal safety
		    1. Safety goggles
		    2. Limiting chemical exposure
		    3. Safety shower
		    4. Eyewash stations
		    5. Proper use of fire extinguishers
		  5. Emergency situations
		    1. Fires
		    2. Earthquakes
		    3. Evacuation procedures
		3. Acid-Base Titration
		  1. pH Meters
		    1. Calibration of pH meters
		    2. Use of pH meters
		  2. Analysis of a weak acid
		  3. Selection of an indicator
		4. Experimental determination of a rate law
		  1. Measurement and calculation of reaction rate
		  2. Determination of activation energy
		  3. Observation of the effect of a catalyst
		5. Spectroscopy
		  1. General theory of spectroscopy
		    1. Absorbance versus transmittance
		    2. Origin of electromagnetic absorption
		  2. Beer's law
		  3. Operation of a spectrophotometer
		  4. Spectroscopic determination of an equilibrium constant
		  5. Spectroscopic determination of the acid strength of an indicator
		6. Gas Laws
		7. Synthesis and analysis of a transition metal complex
			1. Laboratory methodology
			  1. Maintaining a laboratory notebook
			  2. Writing laboratory reports
			2. Chemical safety
			  1. Materials safety data sheets (MSDS)
			  2. Chemical disposal
			    1. Separation of waste streams
			    2. Proper disposal methods
			    3. Environmental hazards of improper waste disposal
			  3. Laboratory environment
			    1. Maintaining laboratory cleanliness
			    2. Chemical labeling
			    3. Segregation of chemicals by hazard
			    4. Secondary containment
			  4. Personal safety
			    1. Safety goggles
			    2. Limiting chemical exposure
			    3. Safety shower
			    4. Eyewash stations
			    5. Proper use of fire extinguishers
			  5. Emergency situations
			    1. Fires
			    2. Earthquakes
			    3. Evacuation procedures
			3. Group and individual experiments
			  1. Organization and communication of duties with lab partner(s)
			  2. Discussion of experimental results lab partners(s)
			  3. Discussion of sources of error with lab partners(s)
			4. Acid-Base Titration
			  1. pH Meters
			    1. Calibration of pH meters
			    2. Use of pH meters
			  2. Analysis of a weak acid
			  3. Selection of an indicator
			5. Experimental determination of a rate law
			  1. Measurement and calculation of reaction rate
			  2. Determination of activation energy
			  3. Observation of the effect of a catalyst
			6. Spectroscopy
			  1. General theory of spectroscopy
			    1. Absorbance versus transmittance
			    2. Origin of electromagnetic absorption
			  2. Beer's law
			  3. Operation of a spectrophotometer
			  4. Spectroscopic determination of an equilibrium constant
			  5. Spectroscopic determination of the acid strength of an indicator
			7. Gas Laws
			8. Synthesis and analysis of a transition metal complex

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	CHEM D001A or CHEM D01AH with a grade of C or better	CHEM D001A or CHEM D01AH with a grade of C or better
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	(Not open to students with credit in the Honors Program related course.)	(Not open to students with credit in the Honors Program related course.)

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):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Assignments A1: Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline. Assignments A2: Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
	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	Assignment C3: Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required. Method of Evaluation G: Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Outline D1: Classification of acid-base reactions Outline D4: Strong and weak bases Outline D5: Amphoteric compounds Outline F7: Real Gases: The van der Waals Equation

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
	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

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

Comments

Changed	Questions	Current Version	Proposed Version
❗	**Stage 2: Department Chair**	No Value	(see table below)

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/13/25	specifications	student materials/college facilities	recommended	add nitrile glove	Y
3/13/25	specifications	primary text	recommended	add OER book	Y

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
❗	**Stage 8: Dean of Online Learning**	No Value	(see table below)

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/20/25	Gabriela Nocito	Basic Information - Proposal Details - Attachments	Required	Please attach the new Course Hybrid Delivery Request form available within eLumen under Reference Materials. (form attached is from 2020)	Y

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
❗	**Stage 10: De Anza General Education**	No Value	(see table below)

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
4/2/2025	De Anza GE Form	All	Required	Need to cite the specific section from the Outline, Assignments, or Methods of Evaluation areas. Be sure to reference the specific section and provide a brief summary of the information cited.	

Changed	Questions	Current Version	Proposed Version
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CHEM 001B	CHEM 001B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	10/03/2022	10/03/2022
	Hybrid Approval Date (MM/DD/YYYY)	10/03/2022	10/03/2022
	Curriculum Office Notes	5yr review and CID compliance appr. 5/15/18 (effect. F19) - mkct. - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	5yr review and CID compliance appr. 5/15/18 (effect. F19) - mkct. - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CHEMD001B
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 24, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000336809

Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Req/Adv	Limitation(s) on Enrollment:
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
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.
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 2: Department Chair
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Chris Deming • Muzzi, Cinzia
	Course ID (CB01A and CB01B)	CHEMD01BH	CHEMD01BH
	Course Control Number	CCC000603941	CCC000603941
	Course Title (CB02)	General Chemistry II - HONORS	General Chemistry II - HONORS
	Short Course Title	GENEREAL CHEMISTRY II - HONORS	GENEREAL CHEMISTRY II - HONORS

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1905.00	1905.00 Chemistry, General
	CIP Code	Chemistry, General	40.0501 Chemistry, General
	Department	CHEM - Chemistry	CHEM - Chemistry
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	This course is a continuation of an introduction to the principles of chemistry covering the investigations of intermolecular forces and their effects on chemical and physical properties. Also covered are investigations of reversible reactions from the standpoints of kinetics, thermodynamics, and equilibrium. Investigation and application of gas laws and kinetic molecular theory. Additionally, this course is part of the Honors Program.	This course is a continuation of an introduction to the principles of chemistry covering the investigations of intermolecular forces and their effects on chemical and physical properties. Also covered are investigations of reversible reactions from the standpoints of kinetics, thermodynamics, and equilibrium. ~~Investigation~~ Additionally, this course covers the investigation and application of gas laws and kinetic molecular theory. ~~Additionally, this~~ This course is part of the Honors Program.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• In person ONLY	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Chemistry
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - CHEMISTRY

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 Chemistry at all CSUs and UCs. This course meets a general education requirement for Cal-GETC. This is the second of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry, preparing the students for upper-division coursework in both chemistry and biology. Additionally, this course is part of the Honors Program.	This course is a major preparation requirement in the discipline of Chemistry at all CSUs and UCs. This course meets a general education requirement for ~~Cal-GETC.~~ Cal-GETC and is a part of the Biological Sciences A.S. degree. This is the second of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry, preparing the students for upper-division coursework in both chemistry and biology. Additionally, this course is part of the Honors Program.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** 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 (In Development) **Award Type** Associate in Science (A.S.) Degree	**Associated Program** Biological Sciences (In Development) **Award Type** Associate in Science (A.S.) 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 (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Biology for Transfer (In Development) **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 (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Cal-GETC (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		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 Geology for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Geology for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** IGETC **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program IGETC (In Development)	**Associated Program** IGETC (In Development)

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)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

GE Information

System/Institution	C-ID		System/Institution	C-ID
Area(s)	• CHEM - Approved.		**Area(s)**	• CHEM - Approved.
-	• (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) required for C-ID CHEM 110 • (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S		**-**	• (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) required for C-ID CHEM 110 • (CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S

System/Institution	Cal-GETC		System/Institution	Cal-GETC
Area(s)	• CA5A - Approved. • CA5C - Approved.		**Area(s)**	• CA5A - Approved. • CA5C - Approved.
-	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

Changed	Field	Current Version	Proposed Version
	Laboratory Hours - In Class	6	6
	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	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	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	72	72
	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	108	108
	Total Laboratory Hours per Term	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Methods of Instruction

Methods of Instruction	
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's 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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

Assignments

Current Version

1. Reading
   1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
   2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
2. Writing
   1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
   2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
3. Laboratory assignments
   1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
   2. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.
4. The honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report which may include an oral presentation.

Proposed Version

1. Reading
   1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
   2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
2. Writing
   1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
   2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
3. Laboratory assignments
   1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
   2. Experiment: Perform the lab experiments safely and efficiently both individually and in groups
   3. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.
4. The honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report which may include an oral presentation.

Changed	Field	Current Version	Proposed Version

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Methods of Evaluation

Current Version

Methods of Evaluation

1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
7. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method.
8. The honors advanced problems and research report would be evaluated for accuracy of response, depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.

Proposed Version

Methods of Evaluation

1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Lab experiments will be evaluated based on compliance to safety protocols, adherence to instructions, the equality of the division of labor, and the nature and depth of results discussion with lab partner(s).
7. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
8. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method.
9. The honors advanced problems and research report would be evaluated for accuracy of response, depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials** • Safety goggles **Essential College Facilities** • Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician, Lecture room with a periodic table	**Essential Student Materials** • Safety goggles • Nitrile gloves **Essential College Facilities** • Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician. Lecture room with a periodic table

❗ **Examples of Primary Texts and References**

Current Version:

Title	Chemistry: The Molecular Nature of Matter and Change
Author	Silberberg and Amateis
Publisher	McGraw-Hill
Date/Edition	9th edition, 2021
ISBN	978-1-260-24021-4.

Title	De Anza Chemistry Department General Chemistry Laboratory Manual
Author	De Anza Chemistry Department
Publisher	(https://www.deanza.edu/chemistry/Chem1B.html)
Date/Edition	2022
ISBN	No value

Proposed Version:

Title	De Anza Chemistry Department General Chemistry Laboratory Manual
Author	De Anza Chemistry Department
Publisher	(https://www.deanza.edu/chemistry/Chem1B.html
Date/Edition	2022
ISBN	No value

Title	CHEMISTRY: A Molecular Approach
Author	Tro, Nivaldo
Publisher	Pearson
Date/Edition	2022/6th edition
ISBN	978-0-137-83196-8

Title	CHEMISTRY
Author	Flowers, Theopold, Langley, and Robinson
Publisher	OpenStax
Date/Edition	2nd Edition
ISBN	978-1-947-17262-3

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Evaluate how intermolecular forces influence solids, liquids and phase changes • Calculate the rate of a reaction and assess the mechanism of action • Utilize the fundamental principles of equilibrium to probe reaction dynamics. • Differentiate between acids and bases and evaluate their reactivity. • Employ the principles of equilibrium in an expanded discussion of thermodynamics. • Analyze the behavior of gases • Explore in depth advanced topics of general chemistry through problem solving and/or projects.	• Evaluate how intermolecular forces influence solids, liquids and phase changes • Calculate the rate of a reaction and assess the mechanism of action • Utilize the fundamental principles of equilibrium to probe reaction dynamics. • Differentiate between acids and bases and evaluate their reactivity. • Employ the principles of equilibrium in an expanded discussion of thermodynamics. • Analyze the behavior of gases • Explore in depth advanced topics of general chemistry through problem solving and/or projects.

Changed	Field	Current Version		Proposed Version	
❗	CSLOs				

Current Version

CSLOs	Evaluate the principles of molecular kinetics.
Expected SLO Performance	0.0

CSLOs	Apply principles of chemical equilibrium to chemical reactions.
Expected SLO Performance	0.0

CSLOs	Apply the second and third laws of thermodynamics to chemical reactions.
Expected SLO Performance	0.0

Proposed Version

CSLOs	Demonstrate a knowledge of intermolecular forces.
Expected SLO Performance	0.0

CSLOs	Evaluate the principles of molecular kinetics.
Expected SLO Performance	0.0

CSLOs	Apply principles of chemical equilibrium to chemical reactions.
Expected SLO Performance	0.0

CSLOs	Apply the second and third laws of thermodynamics to chemical reactions.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Evaluate how intermolecular forces influence solids, liquids and phase changes
		   1. Thermodynamics of phase changes
		     1. Enthalpy of fusion
		     2. Enthalpy of vaporization
		     3. Heating curves
		   2. Phase diagrams
		     1. Equilibrium nature of phase changes
		       1. Temperature and vapor pressure
		       2. Pressure and boiling point
		     2. Constructing and reading phase diagrams
		       1. Phase boundaries
		       2. Triple point
		       3. Critical point
		     3. Water and other exceptions to standard phase diagram
		   3. Types of intermolecular forces
		   4. Properties of liquids
		     1. Surface tension
		     2. Capillary action
		     3. Viscosity
		     4. Water as an unusual liquid
		   5. Structure and properties of solids
		     1. Cubic crystal structures
		     2. Types of crystalline solids
		     3. Amorphous solids
		 2. Calculate the rate of a reaction and assess the mechanism of action
		   1. Reactions rates
		     1. Instantaneous rates
		     2. Graphical interpretation of rates
		   2. Rate laws
		     1. Rate constant
		     2. Order of reaction
		     3. Method of initial rates
		     4. Recognition of zero-, first-, and second-order reactions
		   3. Reaction mechanisms
		     1. Elementary steps
		     2. Unimolecular, bimolecular, and termolecular reactions
		     3. Rate-determining step
		     4. Activation energy
		     5. Transition state
		     6. Steric factors
		     7. Arrhenius equation
		     8. Reaction coordinate diagrams
		   4. Catalysis
		 3. Utilize the fundamental principles of equilibrium to probe reaction dynamics.
		   1. Definition of equilibrium
		   2. Equilibrium constants
		     1. Law of mass action
		     2. Constants involving solutions
		     3. Constants involving gases
		     4. Heterogeneous equilibria
		     5. Reaction quotient
		   3. Solving equilibrium problems
		   4. Le Chatelier's principle
		     1. Concentration effects
		     2. Pressure effects
		     3. Temperature effects
		 4. Differentiate between acids and bases and evaluate their reactivity.
		   1. Classification of acid-base reactions
		     1. Arrhenius model
		     2. Bronsted-Lowry model
		     3. Lewis model
		   2. Conjugate acid and base pairs
		   3. Acids
		     1. Acid dissociation constant
			1. Evaluate how intermolecular forces influence solids, liquids and phase changes
			   1. Thermodynamics of phase changes
			     1. Enthalpy of fusion
			     2. Enthalpy of vaporization
			     3. Heating curves
			   2. Phase diagrams
			     1. Equilibrium nature of phase changes
			       1. Temperature and vapor pressure
			       2. Pressure and boiling point
			     2. Constructing and reading phase diagrams
			       1. Phase boundaries
			       2. Triple point
			       3. Critical point
			     3. Water and other exceptions to standard phase diagram
			   3. Types of intermolecular forces
			   4. Properties of liquids
			     1. Surface tension
			     2. Capillary action
			     3. Viscosity
			     4. Water as an unusual liquid
			   5. Structure and properties of solids
			     1. Cubic crystal structures
			     2. Types of crystalline solids
			     3. Amorphous solids
			 2. Calculate the rate of a reaction and assess the mechanism of action
			   1. Reactions rates
			     1. Instantaneous rates
			     2. Graphical interpretation of rates
			   2. Rate laws
			     1. Rate constant
			     2. Order of reaction
			     3. Method of initial rates
			     4. Recognition of zero-, first-, and second-order reactions
			   3. Reaction mechanisms
			     1. Elementary steps
			     2. Unimolecular, bimolecular, and termolecular reactions
			     3. Rate-determining step
			     4. Activation energy
			     5. Transition state
			     6. Steric factors
			     7. Arrhenius equation
			     8. Reaction coordinate diagrams
			   4. Catalysis
			 3. Utilize the fundamental principles of equilibrium to probe reaction dynamics.
			   1. Definition of equilibrium
			   2. Equilibrium constants
			     1. Law of mass action
			     2. Constants involving solutions
			     3. Constants involving gases
			     4. Heterogeneous equilibria
			     5. Reaction quotient
			   3. Solving equilibrium problems
			   4. Le Chatelier's principle
			     1. Concentration effects
			     2. Pressure effects
			     3. Temperature effects
			 4. Differentiate between acids and bases and evaluate their reactivity.
			   1. Classification of acid-base reactions
			     1. Arrhenius model
			     2. Bronsted-Lowry model
			     3. Lewis model
			   2. Conjugate acid and base pairs
			   3. Acids
			     1. Acid dissociation constant

      2. Strong and weak acids
      3. Polyprotic acids
      4. Structure effects on acid strength
   4. Strong and weak bases
   5. Amphoteric compounds
   6. The pH scale
      1. Autoionization of water
      2. Definition of the pH scale
      3. Calculate the pH of a solution of a strong acid or base
      4. Calculate the pH of a solution of a weak acid or base
      5. Calculate percent dissociation
   7. Acid-base properties of salts
   8. Acid-base properties of oxides

5. Employ the principles of equilibrium in an expanded discussion of thermodynamics.
   1. Entropy
   2. The Second Law of thermodynamics
   3. The Third Law of thermodynamics
   4. Spontaneity
   5. Free energy
      1. Standard free energy
      2. Relationship to equilibrium constants
   6. Reversible versus irreversible processes

6. Analyze the behavior of gases
   1. Pressure
      1. Units of measure
      2. Standard atmosphere
   2. Historical development of gas laws
      1. Boyle's Law
      2. Charles's Law
      3. Avagadro's Law
   3. Solving Gas Law Problems
      1. The Ideal Gas Law
      2. Universal gas constant
      3. Molar volume, molar mass and gas density
      4. Standard temperature and pressure
      5. Gas stoichiometry problems
   4. Mixtures of Gases: partial pressures
      1. Dalton's Law
      2. Mole Fraction
   5. Kinetic Molecular Theory
      1. Tenets of KMT
      2. Meaning of temperature
      3. Root-mean-square speed
   6. Effusion and Diffusion
   7. Real Gases: The van der Waals Equation

7. Explore in depth advanced topics of general chemistry through problem solving and/or projects.
   1. Typical problem solving topics may include but are not limited to any of the following:
      1. Creating integral versions of rate laws based on their corresponding derivative forms.
      2. Deriving an expression for entropy from fundamental thermodynamic relationships.
   2. Typical project topics may include but are not limited to any of the following:
      1. Investigate the role of entropy in the development of thermodynamics and create models in which the concept of entropy can be presented with and without the use of calculus.
      2. Explore the kinetics of systems of complex system, including pre- and post-equilibrium steady-state approximations and chain reactions.

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
❗	**Lab Outline**	1. Laboratory methodology 1. Maintaining a laboratory notebook 2. Writing laboratory reports 2. Chemical safety 1. Materials safety data sheets (MSDS) 2. Chemical disposal 1. Separation of waste streams 2. Proper disposal methods 3. Environmental hazards of improper waste disposal 3. Laboratory environment 1. Maintaining laboratory cleanliness 2. Chemical labeling 3. Segregation of chemicals by hazard 4. Secondary containment 4. Personal safety 1. Safety goggles 2. Limiting chemical exposure 3. Safety shower 4. Eyewash stations 5. Proper use of fire extinguishers 5. Emergency situations 1. Fires 2. Earthquakes 3. Evacuation procedures 3. Acid-Base Titration 1. pH Meters 1. Calibration of pH meters 2. Use of pH meters 2. Analysis of a weak acid 3. Selection of an indicator 4. Experimental determination of a rate law 1. Measurement and calculation of reaction rate 2. Determination of activation energy 3. Observation of the effect of a catalyst 5. Spectroscopy 1. General theory of spectroscopy 1. Absorbance versus transmittance 2. Origin of electromagnetic absorption 2. Beer's law 3. Operation of a spectrophotometer 4. Spectroscopic determination of an equilibrium constant 5. Spectroscopic determination of the acid strength of an indicator 6. Gas Laws 7. Synthesis and analysis of a transition metal complex	1. Laboratory methodology 1. Maintaining a laboratory notebook 2. Writing laboratory reports 2. Chemical safety 1. Materials safety data sheets (MSDS) 2. Chemical disposal 1. Separation of waste streams 2. Proper disposal methods 3. Environmental hazards of improper waste disposal 3. Laboratory environment 1. Maintaining laboratory cleanliness 2. Chemical labeling 3. Segregation of chemicals by hazard 4. Secondary containment 4. Personal safety 1. Safety goggles 2. Limiting chemical exposure 3. Safety shower 4. Eyewash stations 5. Proper use of fire extinguishers 5. Emergency situations 1. Fires 2. Earthquakes 3. Evacuation procedures 3. Group and individual experiments 1. Organization and communication of duties with lab partner(s) 2. Discussion of experimental results lab partners(s) 3. Discussion of sources of error with lab partners(s) 4. Acid-Base Titration 1. pH Meters 1. Calibration of pH meters 2. Use of pH meters 2. Analysis of a weak acid 3. Selection of an indicator 5. Experimental determination of a rate law 1. Measurement and calculation of reaction rate 2. Determination of activation energy 3. Observation of the effect of a catalyst 6. Spectroscopy 1. General theory of spectroscopy 1. Absorbance versus transmittance 2. Origin of electromagnetic absorption 2. Beer's law 3. Operation of a spectrophotometer 4. Spectroscopic determination of an equilibrium constant 5. Spectroscopic determination of the acid strength of an indicator 7. Gas Laws 8. Synthesis and analysis of a transition metal complex

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	CHEM D001A or CHEM D01AH with a grade of C or better	CHEM D001A or CHEM D01AH with a grade of C or better
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value

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.) (Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Assignments A1: Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline. Assignments A2: Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
	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	Assignment C3: Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required. Method of Evaluation G: Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Outline D1: Classification of acid-base reactions Outline D4: Strong and weak bases Outline D5: Amphoteric compounds Outline F7: Real Gases: The van der Waals Equation

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
	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
❗			Outline D1: Classification of acid-base reactions Outline D4:

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
	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
	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
	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
	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

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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

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	Admission to this course requires the consent of the Honors coordinator as well as consent from the instructor and division dean and an approved special projects contract.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

Comments

Changed	Questions	Current Version	Proposed Version
❗	**Stage 2: Department Chair**	No Value	*(see table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/13/25	specifications	materials/college facilities	recommended	add student nitrile glove	Y
3/13/25	specifications	primary text	recommended	add OER book	Y

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
❗	**Stage 7: Content Review Matrix Liaison**	No Value	*(see table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/20/25	Matrix H	Objective 2	Required	Complete this field for your honors cohort	

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CHEM 01BH	CHEM 01BH
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	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)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• New course request and CID compliance appr. 5/15/18 (effect. F19) - mkct. • DE updated 10/03/2022. MK. • Tech. change only appr. 6/7/22 (effect. F23).-mkct • Requisite change appr. 1/17/23 (effect. F23).-mkct • Tech change-title change appr. 10/24/23 (effect. F24).-mkct • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• New course request and CID compliance appr. 5/15/18 (effect. F19) - mkct. • DE updated 10/03/2022. MK. • Tech. change only appr. 6/7/22 (effect. F23).-mkct • Requisite change appr. 1/17/23 (effect. F23).-mkct • Tech change-title change appr. 10/24/23 (effect. F24).-mkct • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CHEMD01BH
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 24, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000603941

Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Req/Adv	Limitation(s) on Enrollment:
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Chris Deming • Brophy, Megan
	Course ID (CB01A and CB01B)	CHEMD001C	CHEMD001C
	Course Control Number	CCC000215948	CCC000215948
	Course Title (CB02)	General Chemistry III	General Chemistry III
	Short Course Title	GENERAL CHEM III	GENERAL CHEM III

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1905.00	1905.00 Chemistry, General
	CIP Code	Chemistry, General	40.0501 Chemistry, General
	Department	CHEM - Chemistry	CHEM - Chemistry
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	This is the third and final quarter in the year-long General Chemistry sequence. In this class, advanced equilibrium concepts pertaining to solubility and buffers will be discussed. This will be followed by an introduction to electrochemistry, the chemistry of transition metals, and nuclear chemistry.	This is the third and final quarter in the year-long General Chemistry sequence. In this class, we discuss advanced equilibrium concepts pertaining to solubility and ~~buffers will be discussed. This will be~~ buffers. These topics are followed by an introduction to electrochemistry, the chemistry of transition metals, and nuclear chemistry.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Online • Hybrid	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Chemistry
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - CHEMISTRY

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 Chemistry at all CSUs and UCs. This course meets a general education requirement for Cal-GETC. This is the third of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry, preparing the students for upper-division coursework in both chemistry and biology.	This course is a major preparation requirement in the discipline of Chemistry at all CSUs and UCs. This course meets a general education requirement for ~~Cal-GETC.~~ Cal-GETC and is a part of the Biological Sciences A.S. degree. This is the third and final of three courses in the General Chemistry sequence ~~of classes where~~ in which students are introduced to foundational topics in chemistry, preparing the students for upper-division coursework in ~~both chemistry~~ chemistry, biology, and ~~biology.~~ other STEM fields.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

Associated Program	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 (In Development)
Award Type	Associate in Science (A.S.) Degree

Associated Program	Biological Sciences (In Development)
Award Type	Associate in Science (A.S.) 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 (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Biology for Transfer (In Development)
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 (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

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

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

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

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	Geology for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Geology for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

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

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

Associated Program	IGETC (In Development)

Associated Program	IGETC (In Development)

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)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

GE Information

System/Institution	C-ID	**System/Institution**	C-ID
Area(s)	• CHEM - Approved.	**Area(s)**	• CHEM - Approved.
-	(CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S	-	(CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S

System/Institution	Cal-GETC	**System/Institution**	Cal-GETC
Area(s)	• CA5A - Approved. • CA5C - Approved.	**Area(s)**	• CA5A - Approved. • CA5C - Approved.
-	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	6	6
	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	180	180
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	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	72	72
	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.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	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	72	72
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Methods of Instruction ❗

Methods of Instruction	
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

Assignments ❗

Current Version:

1. Reading
   1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
   2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
2. Writing
   1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
   2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
3. Laboratory assignment
   1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
   2. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.

Proposed Version:

1. Reading
   1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
   2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
2. Writing
   1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
   2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
3. Laboratory assignment
   1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
   2. Experiment: Perform the lab experiments safely and efficiently both individually and in groups
   3. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.

Changed	Field	Current Version	Proposed Version

Methods of Evaluation

Methods of Evaluation	

| Methods of Evaluation | 1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
 2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
 3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
 4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
 5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
 6. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
 7. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method. |

Methods of Evaluation Methods of Evaluation

| Methods of Evaluation | 1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
 2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
 3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
 4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
 5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
 6. Lab experiments will be evaluated based on compliance to safety protocols, adherence to instructions, the equality of the division of labor, and the nature and depth of results discussion with lab partner(s).
 7. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
 8. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method. |

Essential Student Materials/Essential College Facilities

Current Version:

Essential Student Materials
- Safety goggles

Essential College Facilities
- Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician, Lecture room with a periodic table

Proposed Version:

Essential Student Materials
- Safety goggles
- Nitrile gloves

Essential College Facilities
- Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician. Lecture room with a periodic table.

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**		

Title	Chemistry: The Molecular Nature of Matter and Change	
Author	Silberberg and Amateis	
Publisher	McGraw-Hill	
Date/Edition	9th edition, 2021	
ISBN	978-1-260-24021-4.	

Title	De Anza Chemistry Department General Chemistry Laboratory Manual	
Author	De Anza Chemistry Department	
Publisher	(https://www.deanza.edu/chemistry/Chem1C.html)	
Date/Edition	2022	
ISBN	No value	

Proposed Version:

Title	De Anza Chemistry Department General Chemistry Laboratory Manual	
Author	De Anza Chemistry Department	
Publisher	(https://www.deanza.edu/chemistry/Chem1C.html	
Date/Edition	2022	
ISBN	No value	

Title	Chemistry	
Author	Flowers, Theopold, Langley, and Robinson	
Publisher	OpenStax	
Date/Edition	2nd Edition	
ISBN	978-1-947-17262-3	

Title	CHEMISTRY: A Molecular Approach	
Author	Tro, Nivaldo	
Publisher	Pearson	
Date/Edition	2022/6th edition	
ISBN	978-0-137-83196-8	

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Examine advanced concepts in equilibrium pertaining to buffers and solubility. - Investigate the behavior and characteristics of solutions - Explore transition metal chemistry. - Investigate nuclear chemistry. - Apply fundamental principles of equilibrium to electrochemical systems.	- Examine advanced concepts in equilibrium pertaining to buffers and solubility. - Investigate the behavior and characteristics of solutions - Explore transition metal chemistry. - Investigate nuclear chemistry. - Apply fundamental principles of equilibrium to electrochemical systems.
	Examples of Primary Texts and		

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Apply the principles of equilibrium and thermodynamics to electrochemical systems.
Expected SLO Performance	0.0

CSLOs	Apply the principles of transition metail chemistry to predict outcomes of chemical reactions and physical properties.
Expected SLO Performance	0.0

CSLOs	Evaluate isotopic decay pathways.
Expected SLO Performance	0.0

CSLOs	Demonstrate a knowledge of intermolecular forces.
Expected SLO Performance	0.0

Proposed Version:

CSLOs	Apply the principles of equilibrium and thermodynamics to electrochemical systems.
Expected SLO Performance	0.0

CSLOs	Apply the principles of transition metal chemistry to predict outcomes of chemical reactions and physical properties of coordination compounds.
Expected SLO Performance	0.0

CSLOs	Evaluate the mechanisms and kinetics of isotopic decay pathways.
Expected SLO Performance	0.0

CSLOs	Describe and quantify properties of solutions and solution formation.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Examine advanced concepts in equilibrium pertaining to buffers and solubility.
		  1. Common ion effect
		  2. Buffers
		    1. pH of a buffer
		    2. Buffers in titration: weak acid/strong base and strong acid/weak base
		  3. Solubility
		    1. Precipitation
		    2. Solubility product constant
		2. Investigate the behavior and characteristics of solutions
		  1. Expressions of solution concentration
		    1. Mass percent
		    2. Mole fraction
		    3. Molarity
		    4. Molality
		  2. Thermodynamics of solution formation
		    1. Enthalpy of solution
		    2. Enthalpy of hydration
		  3. Temperature and pressure effects on solubility
		  4. Colligative properties
		    1. Boiling point elevation
		    2. Freezing point depression
		    3. Osmotic pressure
		    4. Raoult's law
		    5. Vapor pressure
		3. Explore transition metal chemistry.
		  1. Properties of transition metals
		    1. Review of electron configuration
		    2. Review of oxidation states
		    3. Atomic radii
		    4. Physical properties
		  2. Coordination complexes
		    1. Chelation
		    2. Ligands
		      1. Monodentate ligands
		      2. Polydentate ligands
		      3. Common inorganic ligands
		      4. Common organic ligands
		  3. Isomerization
		    1. Structural isomerization
		    2. Stereoisomerization
		    3. Geometric isomerization
		    4. Optical activity
		    5. Resolution of enantiomers
		  4. Bonding
		    1. Review of molecular orbital theory
		    2. Crystal field theory
		    3. High-spin versus low-spin
		    4. Magnetic properties
		    5. Spectrochemical series
		4. Investigate nuclear chemistry.
		  1. Structure of nucleus
		    1. Review of isotopes
		    2. Review of mass number and atomic number
		  2. Forms of radiation
		    1. alpha
		    2. beta
		    3. gamma
		  3. Radioactive decay
		    1. Mechanisms of decay
		    2. Half-life calculations
		  4. Nuclear stability
		    1. Proton/neutron ratio
		    2. "Zone of stability"
		    3. Binding energy
		  5. Radiochemical dating
		5. Apply fundamental principles of equilibrium to electrochemical systems.
		  1. Oxidation-reduction reactions
			1. Examine advanced concepts in equilibrium pertaining to buffers and solubility.
			  1. Common ion effect
			  2. Buffers
			    1. pH of a buffer
			    2. Buffers in titration: weak acid/strong base and strong acid/weak base
			  3. Solubility
			    1. Precipitation
			    2. Solubility product constant
			2. Investigate the behavior and characteristics of solutions
			  1. Expressions of solution concentration
			    1. Mass percent
			    2. Mole fraction
			    3. Molarity
			    4. Molality
			  2. Thermodynamics of solution formation
			    1. Enthalpy of solution
			    2. Enthalpy of hydration
			  3. Temperature and pressure effects on solubility
			  4. Colligative properties
			    1. Boiling point elevation
			    2. Freezing point depression
			    3. Osmotic pressure
			    4. Raoult's law
			    5. Vapor pressure
			3. Explore transition metal chemistry.
			  1. Properties of transition metals
			    1. Review of electron configuration
			    2. Review of oxidation states
			    3. Atomic radii
			    4. Physical properties
			  2. Coordination complexes
			    1. Chelation
			    2. Ligands
			      1. Monodentate ligands
			      2. Polydentate ligands
			      3. Common inorganic ligands
			      4. Common organic ligands
			  3. Isomerization
			    1. Structural isomerization
			    2. Stereoisomerization
			    3. Geometric isomerization
			    4. Optical activity
			    5. Resolution of enantiomers
			  4. Bonding
			    1. Review of molecular orbital theory
			    2. Crystal field theory
			    3. High-spin versus low-spin
			    4. Magnetic properties
			    5. Spectrochemical series
			4. Investigate nuclear chemistry.
			  1. Structure of nucleus
			    1. Review of isotopes
			    2. Review of mass number and atomic number
			  2. Forms of radiation
			    1. alpha
			    2. beta
			    3. gamma
			  3. Radioactive decay
			    1. Mechanisms of decay
			    2. Half-life calculations
			  4. Nuclear stability
			    1. Proton/neutron ratio
			    2. "Zone of stability"
			    3. Binding energy
			  5. Radiochemical dating
			5. Apply fundamental principles of equilibrium to electrochemical systems.
			  1. Oxidation-reduction reactions

Changed	Field	Current Version	Proposed Version

		1. Oxidation states
		2. Oxidizing and reducing agents.
		3. Balancing red-ox reactions by the half-reaction method
		2. Electrochemical cells
		  1. Electrodes
		  2. Salt bridges
		  3. Half cells
		3. Electrochemical potential
		  1. Cell potential
		  2. Standard hydrogen electrode
		  3. Standard and non-standard cell potential
		  4. Nernst equation
		  5. Relationship between free energy and cell potential under standard and non-standard conditions
		4. Concentration cells
		5. Electrolysis
		6. Corrosion
			1. Oxidation states
			2. Oxidizing and reducing agents.
			3. Balancing red-ox reactions by the half-reaction method
			2. Electrochemical cells
			  1. Electrodes
			  2. Salt bridges
			  3. Half cells
			3. Electrochemical potential
			  1. Cell potential
			  2. Standard hydrogen electrode
			  3. Standard and non-standard cell potential
			  4. Nernst equation
			  5. Relationship between free energy and cell potential under standard and non-standard conditions
			4. Concentration cells
			5. Electrolysis
			6. Corrosion

	Lab Component in this Course	Yes	Yes

❗	**Lab Outline**	1. Laboratory methodology
		  1. Maintaining a laboratory notebook
		  2. Writing laboratory reports
		2. Chemical safety
		  1. Materials safety data sheets (MSDS)
		  2. Chemical disposal
		    1. Separation of waste streams
		    2. Proper disposal methods
		    3. Environmental hazards of improper waste disposal
		  3. Laboratory environment
		    1. Maintaining laboratory cleanliness
		    2. Chemical labeling
		    3. Segregation of chemicals by hazard
		    4. Secondary containment
		  4. Personal safety
		    1. Safety goggles
		    2. Limiting chemical exposure
		    3. Safety shower
		    4. Eyewash stations
		    5. Proper use of fire extinguishers
		  5. Emergency situations
		    1. Fires
		    2. Earthquakes
		    3. Evacuation procedures
		3. Measurement of freezing point depression
		4. Qualitative analysis
		  1. Separation and identification of cations by solubility properties
		  2. Identification of cations and anions through qualitative chemical reactions
		5. Electrochemical cells
		6. Buffers and solubility equilibrium
			1. Laboratory methodology
			  1. Maintaining a laboratory notebook
			  2. Writing laboratory reports
			2. Chemical safety
			  1. Materials safety data sheets (MSDS)
			  2. Chemical disposal
			    1. Separation of waste streams
			    2. Proper disposal methods
			    3. Environmental hazards of improper waste disposal
			  3. Laboratory environment
			    1. Maintaining laboratory cleanliness
			    2. Chemical labeling
			    3. Segregation of chemicals by hazard
			    4. Secondary containment
			  4. Personal safety
			    1. Safety goggles
			    2. Limiting chemical exposure
			    3. Safety shower
			    4. Eyewash stations
			    5. Proper use of fire extinguishers
			  5. Emergency situations
			    1. Fires
			    2. Earthquakes
			    3. Evacuation procedures
			3. Group and individual experiments
			  1. Organization and communication of duties with lab partner(s)
			  2. Discussion of experimental results lab partners(s)
			  3. Discussion of sources of error with lab partners(s)
			4. Measurement of freezing point depression
			5. Qualitative analysis
			  1. Separation and identification of cations by solubility properties
			  2. Identification of cations and anions through qualitative chemical reactions
			6. Electrochemical cells
			7. Buffers and solubility equilibrium

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	CHEM D001B or CHEM D01BH with a grade of C or better	CHEM D001B or CHEM D01BH with a grade of C or better
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value

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 Honors Program related course.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Assignments A1: Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline. Assignments A2: Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
	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	Assignment C3: Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required. Method of Evaluation G: Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Outline A2b: Buffers in titration: weak acid/strong base and strong acid/weak base Outline B1: Expressions of solution concentration Outline C4c: High-spin versus low-spin Outline E3e: Relationship between free energy and cell potential under standard and non-standard conditions

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
	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
❗			Outline A2b: Buffers in titration: weak acid/strong base and

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
	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
	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
	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
	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

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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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	(see table below)

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/20/25	Req/Adv	Limitations on Enrollment	Required	You currently have listed the Limitations for the Honors version of the course. Please change to the Limitations for the non-honors course.	Y

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
❗	**Stage 9: Articulation Officer**	No Value	(see table below)

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/10/2025	Specifications	Examples of Primary Texts	Required	The primary text does not match between the standard 1C course and the Honors version. They should be identical, but the publication years do not match. They are clearly the same textbook, but they were not listed identically	Y - This one was correct so it has not been changed, but the honor has to match. thanks

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CHEM 001C	CHEM 001C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
❗	DL Approval Date (MM/DD/YYYY)	10/03/2022	No Value
❗	Hybrid Approval Date (MM/DD/YYYY)	10/03/2022	No Value
	Curriculum Office Notes	5yr review and CID compliance appr. 5/15/18 (effect. F19) - mkct. - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	5yr review and CID compliance appr. 5/15/18 (effect. F19) - mkct. - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CHEMD001C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 24, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000215948

Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Req/Adv	Limitation(s) on Enrollment:
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
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.
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 2: Department Chair
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 9: Articulation Officer
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Chris Deming • Brophy, Megan
	Course ID (CB01A and CB01B)	CHEMD01CH	CHEMD01CH
	Course Control Number	CCC000603942	CCC000603942
	Course Title (CB02)	General Chemistry III - HONORS	General Chemistry III - HONORS

Changed	Field	Current Version	Proposed Version
	Short Course Title	GENERAL CHEM III - HONORS	GENERAL CHEM III - HONORS
	TOP Code (CB03)	1905.00	1905.00 Chemistry, General
	CIP Code	Chemistry, General	40.0501 Chemistry, General
	Department	CHEM - Chemistry	CHEM - Chemistry
❗	Effective Term	Fall 2025	Fall 2025 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	Course Description	This is the third and final quarter in the year-long General Chemistry sequence. In this class, advanced equilibrium concepts pertaining to solubility and buffers will be discussed. This will be followed by an introduction to electrochemistry, the chemistry of transition metals, and nuclear chemistry. Note: This course is part of the Honors Program.	This is the third and final quarter in the year-long General Chemistry sequence. In this class, we discuss advanced equilibrium concepts pertaining to solubility and buffers will be discussed. This will be buffers. These topics are followed by an introduction to electrochemistry, the chemistry of transition metals, and nuclear chemistry. Note: This course is part of the Honors Program. chemistry.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	• In person ONLY	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Chemistry
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	FSA	No value	• FHDA FSA - CHEMISTRY

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 Chemistry at all CSUs and UCs. This course meets a general education requirement for Cal-GETC. This is the third of three courses in the General Chemistry sequence of classes where students are introduced to foundational topics in chemistry, preparing the students for upper-division coursework in both chemistry and biology. Additionally, this course is part of the Honors Program.	This course is a major preparation requirement in the discipline of Chemistry at all CSUs and UCs. This course meets a general education requirement for Cal-GETC. Cal-GETC and is a part of the Biological Sciences A.S. degree. This is the third and final of three courses in the General Chemistry sequence of classes where in which students are introduced to foundational topics in chemistry, preparing the students for upper-division coursework in both chemistry chemistry, biology, and biology. other STEM fields. Additionally, this course is part of the Honors Program.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version
	Is this an honors/non-honors course?	Yes - don't forget to duplicate the revisions in the honors/non-honors course	Yes - don't forget to duplicate the revisions in the honors/non-honors course

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program

Associated Program	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 (In Development)
Award Type	Associate in Science (A.S.) Degree

Associated Program	Biological Sciences (In Development)
Award Type	Associate in Science (A.S.) 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 (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Biology for Transfer (In Development)
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 (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

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

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

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

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	Geology for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Geology for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

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

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

Associated Program	IGETC (In Development)

Associated Program	IGETC (In Development)

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)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis)
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)	**Associated Program**	Liberal Arts (Science, Math and Engineering Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version		Proposed Version	
	Transfer Status (CB05)	Transferable to both UC and CSU		Transferable to both UC and CSU	
	Course General Education Status (CB25)	Y		Y	
	Transfer Status	Approved		Approved	
	GE Information				

System/Institution	C-ID		**System/Institution**	C-ID
Area(s)	• CHEM - Approved.		**Area(s)**	• CHEM - Approved.
-	(CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S		**-**	(CHEM D001A or CHEM D01AH) & (CHEM D001B or CHEM D01BH) & (CHEM D001C or CHEM D01CH) required for C-ID 120 S

System/Institution	Cal-GETC		**System/Institution**	Cal-GETC
Area(s)	• CA5A - Approved. • CA5C - Approved.		**Area(s)**	• CA5A - Approved. • CA5C - Approved.
-	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	6	6
	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	180	180
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	72	72
	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	72	72
	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.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	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	72	72
	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		

Current Version

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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

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 experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the preceding week's laboratory exercises

❗ Assignments

Current Version

1. Reading
   1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
   2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
2. Writing
   1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
   2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
3. Laboratory assignment
   1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
   2. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.
4. The honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report which may include an oral presentation.

Proposed Version

1. Reading
   1. Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline.
   2. Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
2. Writing
   1. Homework assignments based on classroom discussion/lecture may include answering questions from end-of-chapter exercises or other sources as deemed appropriate by the instructor.
   2. Periodic quizzes and mid-term examinations based on material discussed in lectures and/or reading assignments
3. Laboratory assignment
   1. Pre-lab exercise: The pre-lab assignment for the scheduled laboratory experiment to be completed prior to beginning of each new experiment. This assignment may be identical to that provided in the laboratory manual or substituted with other appropriate assignments determined by the instructor.
   2. Experiment: Perform the lab experiments safely and efficiently both individually and in groups
   3. Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required.
4. The honors project assignment should include completion of additional sets of advanced problems that require a deeper understanding of the topics and/or a written research report which may include an oral presentation.

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

Methods of Evaluation

Current Version	Proposed Version
Methods of Evaluation	**Methods of Evaluation** Methods of Evaluation

Methods of Evaluation

Current Version:

1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
7. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method.
8. The honors advanced problems and research report would be evaluated for accuracy of response, depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.

Proposed Version:

1. Homework assignments based on end-of-chapter problems from the primary text will be evaluated for completion to test comprehension of lectures.
2. Periodic quizzes will be used to test the comprehension of topics covered during the lecture and will be evaluated for accuracy of responses.
3. A minimum of two mid-term examinations will be used to evaluate the ability of students to a) solve problems, b) outline various concepts covered in the lecture, and c) demonstrate an understanding of reading assignments. These will be evaluated for accuracy to assess student progress in achieving various learning outcomes.
4. A comprehensive final examination in any chosen format (multiple choice questions or free response) will be based on all the course material covered during the entire quarter and evaluated for accuracy of responses.
5. Pre-lab assignments will be evaluated for completeness and level of preparedness required for safe and timely execution of laboratory protocols and experiments.
6. Lab experiments will be evaluated based on compliance to safety protocols, adherence to instructions, the equality of the division of labor, and the nature and depth of results discussion with lab partner(s).
7. Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
8. A comprehensive laboratory examination or periodic quizzes will be used to evaluate the student understanding of the various concepts discussed in the different experiments performed during the course. Concepts evaluated will include: a) general laboratory protocol b) comprehension of data analysis and interpretation and c) critical thinking as it pertains to the scientific method.
9. The honors advanced problems and research report would be evaluated for accuracy of response, depth of analysis, critical thinking skills, and a comprehensive discussion of the research topic.

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

Current Version:

Essential Student Materials
- Safety goggles

Essential College Facilities
- Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician, Lecture room with a periodic table

Proposed Version:

Essential Student Materials
- Safety goggles
- Nitrile gloves

Essential College Facilities
- Fully equipped chemical laboratory including, at a minimum, the following: consumable chemicals, chemical balances, glassware, molecular models, melting point apparatus, laptops with data acquisition modules, fume hoods, chemical disposal facilities, lockable student storage areas, periodic tables, and laboratory technician. Lecture room with a periodic table.

Changed	Field	Current Version		Proposed Version	
❗	Examples of Primary Texts and References	**Title**	Chemistry: The Molecular Nature of Matter and Change	**Title**	De Anza Chemistry Department General Chemistry Laboratory Manual
		Author	Silberberg and Amateis	**Author**	De Anza Chemistry Department
		Publisher	McGraw-Hill	**Publisher**	(https://www.deanza.edu/chemistry/Chem1C.html
		Date/Edition	9th edition, 2021	**Date/Edition**	2022
		ISBN	978-1-260-24021-4.	**ISBN**	No value
		Title	De Anza Chemistry Department General Chemistry Laboratory Manual	**Title**	CHEMISTRY: A Molecular Approach
		Author	De Anza Chemistry Department	**Author**	Nivaldo J Tro
		Publisher	(https://www.deanza.edu/chemistry/Chem1C.html)	**Publisher**	Pearson
		Date/Edition	2022	**Date/Edition**	2022/6th edition
		ISBN	No value	**ISBN**	978-0-137-83196-8
				Title	CHEMISTRY
				Author	Flowers, Theopold, Langley, and Robinson
				Publisher	OpenStax
				Date/Edition	2nd Edition
				ISBN	978-1-947-17262-3
	Suggested Reading List	No value		No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine advanced concepts in equilibrium pertaining to buffers and solubility. • Investigate the behavior and characteristics of solutions • Explore transition metal chemistry. • Investigate nuclear chemistry. • Apply fundamental principles of equilibrium to electrochemical systems. • Explore in depth advanced topics of general chemistry through problem-solving and/or projects.	• Examine advanced concepts in equilibrium pertaining to buffers and solubility. • Investigate the behavior and characteristics of solutions • Explore transition metal chemistry. • Investigate nuclear chemistry. • Apply fundamental principles of equilibrium to electrochemical systems. • Explore in depth advanced topics of general chemistry through problem-solving and/or projects.

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Apply the principles of equilibrium and thermodynamics to electrochemical systems.
Expected SLO Performance	0.0

CSLOs	Apply the principles of equilibrium and thermodynamics to electrochemical systems.
Expected SLO Performance	0.0

CSLOs	Apply the principles of transition metal chemistry to predict outcomes of chemical reactions and physical properties.
Expected SLO Performance	0.0

CSLOs	Apply the principles of transition metal chemistry to predict outcomes of chemical reactions and physical properties of coordination compounds.
Expected SLO Performance	0.0

CSLOs	Evaluate isotopic decay pathways.
Expected SLO Performance	0.0

CSLOs	Evaluate the mechanisms and kinetics of isotopic decay pathways.
Expected SLO Performance	0.0

CSLOs	Demonstrate a knowledge of intermolecular forces.
Expected SLO Performance	0.0

CSLOs	Describe and quantify properties of solutions and solution formation.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Examine advanced concepts in equilibrium pertaining to buffers and solubility.
		  1. Common ion effect
		  2. Buffers
		    1. pH of a buffer
		    2. Buffers in titration: weak acid/strong base and strong acid/weak base
		  3. Solubility
		    1. Precipitation
		    2. Solubility product constant
		2. Investigate the behavior and characteristics of solutions
		  1. Expressions of solution concentration
		    1. Mass percent
		    2. Mole fraction
		    3. Molarity
		    4. Molality
		  2. Thermodynamics of solution formation
		    1. Enthalpy of solution
		    2. Enthalpy of hydration
		  3. Temperature and pressure effects on solubility
		  4. Colligative properties
		    1. Boiling point elevation
		    2. Freezing point depression
		    3. Osmotic pressure
		    4. Raoult's law
		    5. Vapor pressure
		3. Explore transition metal chemistry.
		  1. Properties of transition metals
		    1. Review of electron configuration
		    2. Review of oxidation states
		    3. Atomic radii
		    4. Physical properties
		  2. Coordination complexes
		    1. Chelation
		    2. Ligands
		      1. Monodentate ligands
		      2. Polydentate ligands
		      3. Common inorganic ligands
		      4. Common organic ligands
		  3. Isomerization
		    1. Structural isomerization
		    2. Stereoisomerization
		    3. Geometric isomerization
		    4. Optical activity
		    5. Resolution of enantiomers
		  4. Bonding
		    1. Review of molecular orbital theory
		    2. Crystal field theory
		    3. High-spin versus low-spin
		    4. Magnetic properties
		    5. Spectrochemical series
		4. Investigate nuclear chemistry.
		  1. Structure of nucleus
		    1. Review of isotopes
		    2. Review of mass number and atomic number
		  2. Forms of radiation
		    1. alpha
		    2. beta
		    3. gamma
		  3. Radioactive decay
		    1. Mechanisms of decay
		    2. Half-life calculations
		  4. Nuclear stability
		    1. Proton/neutron ratio
		    2. "Zone of stability"
		    3. Binding energy
		  5. Radiochemical dating
		5. Apply fundamental principles of equilibrium to electrochemical systems.
		  1. Oxidation-reduction reactions
			1. Examine advanced concepts in equilibrium pertaining to buffers and solubility.
			  1. Common ion effect
			  2. Buffers
			    1. pH of a buffer
			    2. Buffers in titration: weak acid/strong base and strong acid/weak base
			  3. Solubility
			    1. Precipitation
			    2. Solubility product constant
			2. Investigate the behavior and characteristics of solutions
			  1. Expressions of solution concentration
			    1. Mass percent
			    2. Mole fraction
			    3. Molarity
			    4. Molality
			  2. Thermodynamics of solution formation
			    1. Enthalpy of solution
			    2. Enthalpy of hydration
			  3. Temperature and pressure effects on solubility
			  4. Colligative properties
			    1. Boiling point elevation
			    2. Freezing point depression
			    3. Osmotic pressure
			    4. Raoult's law
			    5. Vapor pressure
			3. Explore transition metal chemistry.
			  1. Properties of transition metals
			    1. Review of electron configuration
			    2. Review of oxidation states
			    3. Atomic radii
			    4. Physical properties
			  2. Coordination complexes
			    1. Chelation
			    2. Ligands
			      1. Monodentate ligands
			      2. Polydentate ligands
			      3. Common inorganic ligands
			      4. Common organic ligands
			  3. Isomerization
			    1. Structural isomerization
			    2. Stereoisomerization
			    3. Geometric isomerization
			    4. Optical activity
			    5. Resolution of enantiomers
			  4. Bonding
			    1. Review of molecular orbital theory
			    2. Crystal field theory
			    3. High-spin versus low-spin
			    4. Magnetic properties
			    5. Spectrochemical series
			4. Investigate nuclear chemistry.
			  1. Structure of nucleus
			    1. Review of isotopes
			    2. Review of mass number and atomic number
			  2. Forms of radiation
			    1. alpha
			    2. beta
			    3. gamma
			  3. Radioactive decay
			    1. Mechanisms of decay
			    2. Half-life calculations
			  4. Nuclear stability
			    1. Proton/neutron ratio
			    2. "Zone of stability"
			    3. Binding energy
			  5. Radiochemical dating
			5. Apply fundamental principles of equilibrium to electrochemical systems.
			  1. Oxidation-reduction reactions

Changed	Field	Current Version	Proposed Version

		1. Oxidation states
		2. Oxidizing and reducing agents.
		3. Balancing red-ox reactions by the half-reaction method
		2. Electrochemical cells
		  1. Electrodes
		  2. Salt bridges
		  3. Half cells
		3. Electrochemical potential
		  1. Cell potential
		  2. Standard hydrogen electrode
		  3. Standard and non-standard cell potential
		  4. Nernst equation
		  5. Relationship between free energy and cell potential under standard and non-standard conditions
		4. Concentration cells
		5. Electrolysis
		6. Corrosion
		6. Explore in depth advanced topics of general chemistry through problem-solving and/or projects.
		  1. Typical problem solving topics may include but are not limited to any of the following:
		    1. Solving for concentrations of all species present in systems with complex simultaneous equilibria.
		    2. Solving for the pH of a buffer solution containing multiple components and/or amphoteric species.
		  2. Typical project topics may include but are not limited to any of the following:
		    1. Explore the electronic transitions in transition metals complexes with a variety of central geometries and an extended range of ligands of various dentate types.
		    2. Asses the types of modern materials used in the construction of batteries for their environmental sustainability, difficulty of manufacture, and economic utility.
			1. Oxidation states
			2. Oxidizing and reducing agents.
			3. Balancing red-ox reactions by the half-reaction method
			2. Electrochemical cells
			  1. Electrodes
			  2. Salt bridges
			  3. Half cells
			3. Electrochemical potential
			  1. Cell potential
			  2. Standard hydrogen electrode
			  3. Standard and non-standard cell potential
			  4. Nernst equation
			  5. Relationship between free energy and cell potential under standard and non-standard conditions
			4. Concentration cells
			5. Electrolysis
			6. Corrosion
			6. Explore in depth advanced topics of general chemistry through problem-solving and/or projects.
			  1. Typical problem solving topics may include but are not limited to any of the following:
			    1. Solving for concentrations of all species present in systems with complex simultaneous equilibria.
			    2. Solving for the pH of a buffer solution containing multiple components and/or amphoteric species.
			  2. Typical project topics may include but are not limited to any of the following:
			    1. Explore the electronic transitions in transition metals complexes with a variety of central geometries and an extended range of ligands of various dentate types.
			    2. Asses the types of modern materials used in the construction of batteries for their environmental sustainability, difficulty of manufacture, and economic utility.

	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version

❗	**Lab Outline**	1. Laboratory methodology
		  1. Maintaining a laboratory notebook
		  2. Writing laboratory reports
		2. Chemical safety
		  1. Materials safety data sheets (MSDS)
		  2. Chemical disposal
		    1. Separation of waste streams
		    2. Proper disposal methods
		    3. Environmental hazards of improper waste disposal
		  3. Laboratory environment
		    1. Maintaining laboratory cleanliness
		    2. Chemical labeling
		    3. Segregation of chemicals by hazard
		    4. Secondary containment
		  4. Personal safety
		    1. Safety goggles
		    2. Limiting chemical exposure
		    3. Safety shower
		    4. Eyewash stations
		    5. Proper use of fire extinguishers
		  5. Emergency situations
		    1. Fires
		    2. Earthquakes
		    3. Evacuation procedures
		3. Measurement of freezing point depression
		4. Qualitative analysis
		  1. Separation and identification of cations by solubility properties
		  2. Identification of cations and anions through qualitative chemical reactions
		5. Electrochemical cells
		6. Buffers and solubility equilibrium
			1. Laboratory methodology
			  1. Maintaining a laboratory notebook
			  2. Writing laboratory reports
			2. Chemical safety
			  1. Materials safety data sheets (MSDS)
			  2. Chemical disposal
			    1. Separation of waste streams
			    2. Proper disposal methods
			    3. Environmental hazards of improper waste disposal
			  3. Laboratory environment
			    1. Maintaining laboratory cleanliness
			    2. Chemical labeling
			    3. Segregation of chemicals by hazard
			    4. Secondary containment
			  4. Personal safety
			    1. Safety goggles
			    2. Limiting chemical exposure
			    3. Safety shower
			    4. Eyewash stations
			    5. Proper use of fire extinguishers
			  5. Emergency situations
			    1. Fires
			    2. Earthquakes
			    3. Evacuation procedures
			3. Group and individual experiments
			  1. Organization and communication of duties with lab partner(s)
			  2. Discussion of experimental results lab partners(s)
			  3. Discussion of sources of error with lab partners(s)
			4. Measurement of freezing point depression
			5. Qualitative analysis
			  1. Separation and identification of cations by solubility properties
			  2. Identification of cations and anions through qualitative chemical reactions
			6. Electrochemical cells
			7. Buffers and solubility equilibrium

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 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

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Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	CHEM D001B or CHEM D01BH with a grade of C or better	CHEM D001B or CHEM D01BH with a grade of C or better
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
❗	**Limitation(s) on Enrollment:**	(Not open to students with credit in the 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.) (Consent of instructor and division dean and an approved Special Projects Contract is required.)
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Assignments A1: Required readings from the textbook in preparation for the scheduled lecture. This may include entire chapters or sections from the chapters covering topics included in this outline. Assignments A2: Required readings from the laboratory manual as a preparation for the scheduled experiment in order to provide students with familiarity about the specific laboratory protocols and related safety precautions necessary for successful completion of the experiment.
	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	Assignment C3: Report: Data obtained in laboratory exercises are to be entered in the assigned laboratory manual or a laboratory notebook. Necessary calculations required to obtain the final results from the experiment must be completed in the manual or the notebook as to be determined by the instructor. Detailed lab reports incorporating results and discussions from the experiment will be required. Method of Evaluation G: Report sheets and/or laboratory reports will be evaluated for successful completion of laboratory experiments as well as accuracy of data analysis and interpretation. Students will work both individually and collaboratively towards the completion of the laboratory experiments.
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Outline A2b: Buffers in titration: weak acid/strong base and strong acid/weak base Outline B1: Expressions of solution concentration Outline C4c: High-spin versus low-spin Outline E3e: Relationship between free energy and cell potential under standard and non-standard conditions

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
	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

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

F-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value
	Objective 6: Use estimation to determine approximate solutions and to check the reasonableness of answers.	No Value	No Value
	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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

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	Admission to this course requires the consent of the Honors coordinator as well as consent from the instructor and division dean and an approved special projects contract.
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

Comments

Changed	Questions	Current Version	Proposed Version
❗	**Stage 2: Department Chair**	No Value	*(see table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/13/25	Basic Course Info	Course Justification	Required	Add honors	Y

Changed	Questions	Current Version	Proposed Version
	Stage 3: Division Curriculum Representative	No Value	No Value
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value
❗	**Stage 7: Content Review Matrix Liaison**	No Value	*(see table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/20/25	Matrix H	Objective 2	Required	Complete this field for your honors cohort	

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
❗	**Stage 9: Articulation Officer**	No Value	*(see table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
04/10/2025	Specifications	Examples of Primary Texts	Required	The primary text does not match between the standard 1C course and the Honors version. They should be identical, but the publication years do not match. They are clearly the same textbook, but they were not listed identically	Y - This one was incorrect and has been changed

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO		

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	CHEM 01CH	CHEM 01CH
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	Honors	Honors
	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)	No Value	No Value
	Curriculum Office Notes	- New course request and CID compliance appr. 5/15/18 (effect. F19) - mkct. - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	- New course request and CID compliance appr. 5/15/18 (effect. F19) - mkct. - DE updated 10/03/2022. MK. - Tech. change only appr. 6/7/22 (effect. F23).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - Tech change-title change appr. 10/24/23 (effect. F24).-mkct - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	CHEMD01CH
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 24, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000603942

Articulation

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

Change Report

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 4: Create syntactically varied sentences that are free of mechanical errors.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
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 10: De Anza General Education
CO	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Alicia De Toro • McCluskey, Joshua
	Course ID (CB01A and CB01B)	ESCID001L	ESCID001L
	Course Control Number	CCC000310913	CCC000310913
	Course Title (CB02)	Environmental Science Laboratory	Environmental Science Laboratory

Changed	Field	Current Version	Proposed Version
	Short Course Title	ENVIRON SCIENCE LAB	ENVIRON SCIENCE LAB
	TOP Code (CB03)	0301.00	0301.00 Environmental Science
	CIP Code	Environmental Science	03.0104 Environmental Science
	Department	ESCI - Environmental Science	ESCI - Environmental Science
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	An introduction to environmental science as a branch of the sciences including the scientific method and its relation to the scientific field in a laboratory and field setting. Applications of scientific, environmental, ecological and sustainability principles as they relate to human societies will be explored.	~~An~~ This course provides an introduction to environmental science as a branch of the ~~sciences including~~ sciences, encompassing the scientific method and its ~~relation to the scientific field in a~~ application within both laboratory and field ~~setting. Applications~~ settings. It examines the application of scientific, environmental, ~~ecological~~ ecological, and sustainability principles ~~as they relate~~ in relation to human ~~societies will be explored.~~ societies.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	• Online	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Biological Sciences
❗	**Discipline 2**	No value	• Ecology
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - BIOLOGICAL SCIENCES

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC and provides students with an introductory general education lab science with a focus on environmental science and ecological literacy skills and applying these concepts in a field setting. It is UC and CSU transferable. This course belongs on the Environmental Resource Management and Pollution Prevention degree program.	This course meets a general education requirement for De Anza and Cal-GETC and provides students with an introductory general education lab science with a focus on environmental science and ecological literacy skills and applying these concepts in a field setting. It is UC and CSU transferable. This course belongs on the Environmental Resource Management and Pollution Prevention degree program.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	

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

Associated Programs

Changed	Field	Current Version	Proposed Version
		No	No
	major		

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

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

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

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

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

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

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

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

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

Associated Program	Environmental Resource Management and Pollution Prevention	
Award Type	Associate in Arts (A.A.) Degree	

Associated Program	Environmental Resource Management and Pollution Prevention	
Award Type	Associate in Arts (A.A.) Degree	

Associated Program	Environmental Resource Management and Pollution Prevention (In Development)	
Award Type	Associate in Arts (A.A.) Degree	

Associated Program	Environmental Resource Management and Pollution Prevention (In Development)	
Award Type	Associate in Arts (A.A.) Degree	

Associated Program	IGETC	

Associated Program	IGETC	

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

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information		

System/Institution	Cal-GETC
Area(s)	• CA5C - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	• CA5C - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G5X - Approved.
-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.

System/Institution	De Anza GE
Area(s)	• 2G5X - Approved.
-	This is a stand-alone lab course that must be completed with or after the corresponding lecture course for GE credit.

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
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	0	0

Changed	Field	Current Version	Proposed Version
	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
	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**	Methods of Instruction
Methods of Instruction	Discussion of assigned reading Discussion and problem solving performed in class Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises Laboratory experience which involve students in formal exercises of environmental survey techniques, data collection and analysis.	**Methods of Instruction**	Discussion of assigned reading Discussion and problem solving performed in class Field observation and field trips Guest speakers Collaborative learning and small group exercises Collaborative projects Laboratory experience which involve students in formal exercises of data collection and analysis Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises Laboratory experience which involve students in formal exercises of environmental survey techniques, data collection and analysis.

Changed	Field	Current Version	Proposed Version
	Assignments	1. Reading from assigned text, news article, or research paper. 2. Field assignments including; animal and plant surveys, environmental observations, environmental analysis through the use of environmental indicator techniques and modern tools, and analysis of soil, water, and air quality. 3. Lab and field procedures including field data collection techniques and monitoring protocols. 4. Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society.	1. Reading from assigned text, news article, or research paper. 2. Field assignments including; animal and plant surveys, environmental observations, environmental analysis through the use of environmental indicator techniques and modern tools, and analysis of soil, water, and air quality. 3. Lab and field procedures including field data collection techniques and monitoring protocols. 4. Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society.
	Assignments	1. Reading from assigned text, news article, or research paper. 2. Field assignments including; animal	1. Reading from assigned text, news article, or research paper. 2. Field assignments including; animal

Changed	Field	Current Version	Proposed Version

Methods of Evaluation

Methods of Evaluation		Methods of Evaluation
Methods of Evaluation	1. Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles 2. Evaluation of completed lab and field assignments based on student comprehension. 3. Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness. 4. Final team project/presentation evaluated on accuracy, student comprehension, and insight.	**Methods of Evaluation**

| **Methods of Evaluation** | 1. Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles
2. Evaluation of completed lab and field assignments based on student comprehension.
3. Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness.
4. Final team project/presentation evaluated on accuracy, student comprehension, and insight. |

Essential Student Materials/Essential College Facilities

Essential Student Materials:
- None.

Essential College Facilities:
- Kirsch Center for Environmental Studies and surrounding Environmental Study Area gardens

Essential Student Materials:
- None

Essential College Facilities:
- Kirsch Center for Environmental Studies and surrounding Environmental Study Area gardens

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**		

Current Version

Title	No value
Author	Wright, R.T. and D.F. Boorse. Environmental Science: Toward A Sustainable Future. Pearson Education, Inc. 13th Edition. 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	McConnell, R.L., D.C. Abel. Environmental Issues and Case Studies: An Introduction to Sustainability. 4th Edition. Pearson Prentice Hall. 2013.
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version

Title	Living in the Environment
Author	G. Tyler Miller, Scott Spoolman
Publisher	Cengage
Date/Edition	2021 / 20th Edition
ISBN	9780357818541

Title	National Audubon Society Field Guide to California
Author	Peter Alden & Fred Heath
Publisher	Knopf
Date/Edition	1998, 1st
ISBN	978-0679446781

Title	Environmental Science
Author	G. Tyler Miller, Scott Spoolman, Danielle M. Andrews-Brown
Publisher	Cengage
Date/Edition	17th Edition, 2025
ISBN	978-0357976319

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Withgott & Laposata, "Environmental: The Science Behind the Stories," 6th Edition. Pearson, 2018.
May include, but are not limited to	No value

Reading List	Miller & Spoolman, "Living in the Environment", 19th Edition. Cengage, 2017
May include, but are not limited to	No value

Reading List	Cunningham & Cunningham, "Principles of Environmental Science", 8th Edition. McGraw & Hill, 2017.
May include, but are not limited to	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. - Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. - Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends. - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.	- Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. - Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena. - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. - Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends. - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Assess local open space areas such as major aquatic life zones (coastal wetlands, inland wetlands, and riparian) and terrestrial biomes (grasslands, forests, savannah and transitional areas (ecotones)) and the impacts on these systems by humans, such as human systems including sanitary landfills, sewage treatment facilities and others.
Expected SLO Performance	0.0

CSLOs	Assess local open space areas such as major aquatic life zones (coastal wetlands, inland wetlands, and riparian) and terrestrial biomes (grasslands, forests, savannah and transitional areas (ecotones)) and the impacts on these systems by humans, such as human systems including sanitary landfills, sewage treatment facilities and others.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment.
		  1. Hypothesize environmental impacts utilizing the scientific method, Environmental science laboratory and field protocols and guidelines.
		  2. Adaptation of health and safety in a laboratory/field class.
		2. Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena.
		  1. Analyze environmental principles
		  2. Analyze ecological principles
		  3. Analyze principles and applications of sustainability.
		3. Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits.
		  1. Compile watershed management techniques through the use of water testing, community assessment, and other data collecting strategies.
		  2. Compile air quality management techniques through the use of water testing, community assessment, and other data collecting strategies.
		  3. Compile land management techniques through the use of soil testing, understanding and application of landscape planning, superfund (CERCLA) remediation, community assessment, and other data collecting strategies.
			1. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment.
			  1. Hypothesize environmental impacts utilizing the scientific method, Environmental science laboratory and field protocols and guidelines.
			  2. Adaptation of health and safety in a laboratory/field class.
			2. Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena.
			  1. Analyze environmental principles
			  2. Analyze ecological principles
			  3. Analyze principles and applications of sustainability.
			3. Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits.
			  1. Compile watershed management techniques through the use of water testing, community assessment, and other data collecting strategies.
			  2. Compile air quality management techniques through the use of water testing, community assessment, and other data collecting strategies.
			  3. Compile land management techniques through the use of soil testing, understanding and application of landscape planning, superfund (CERCLA) remediation, community assessment, and other data collecting strategies.

Changed	Field	Current Version	Proposed Version

4. Compile ecosystem conservation and management techniques through the use of ecological assessment, community assessment, and other data collecting strategies.

4. Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends.
    1. Generate a fundamental understanding of Environmental Indicators assessment tools.
    2. Generate a fundamental understanding of risk assessment, including environmental health and safety.
    3. Generate a fundamental understanding of Environmental regulations.

5. Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.
    1. Develop a fundamental understanding of water collection, purification, distribution, and sewage treatment systems.
    2. Develop a fundamental understanding of air pollution.
    3. Develop a fundamental understanding of integrated waste management.
    4. Develop a fundamental understanding of land management and conservation strategies, including ecological restoration, focused protection of threatened and protected species, and importance of landscape connectivity.
    5. Develop a fundamental understanding of food

Proposed Version:

4. Compile ecosystem conservation and management techniques through the use of ecological assessment, community assessment, and other data collecting strategies.

4. Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends.
    1. Generate a fundamental understanding of Environmental Indicators assessment tools.
    2. Generate a fundamental understanding of risk assessment, including environmental health and safety.
    3. Generate a fundamental understanding of Environmental regulations.

5. Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.
    1. Develop a fundamental understanding of water collection, purification, distribution, and sewage treatment systems.
    2. Develop a fundamental understanding of air pollution.
    3. Develop a fundamental understanding of integrated waste management.
    4. Develop a fundamental understanding of land management and conservation strategies, including ecological restoration, focused protection of threatened and protected species, and importance of landscape connectivity.
    5. Develop a fundamental understanding of food

Changed	Field	Current Version	Proposed Version
		systems including sustainable agriculture, organic, and conventional farming methods. 6. Develop a fundamental understanding of renewable versus non-renewable energy systems, and centralized and decentralized systems.	systems including sustainable agriculture, organic, and conventional farming methods. 6. Develop a fundamental understanding of renewable versus non-renewable energy systems, and centralized and decentralized systems.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv			
Changed	**Questions**	**Current Version**	**Proposed Version**
	Prerequisite(s):	ESCI D001. (may be taken concurrently)	ESCI D001. (may be taken concurrently)
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005.	ENGL C1000 or ENGL C1000H or ESL D005.

Changed	Questions	Current Version	Proposed Version
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Assignment A - Read and comprehend lab instructions, readings from text and scientific literature. Methods of Evaluation A. Complete reading and writing assignments including an assessment (quiz) process showing comprehension of concepts and principles. Outline D. Ability to assess methodology utilized by environmental professionals to address environmental concerns.
❗	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignment B - Complete field assignments examining the natural environment. Methods of Evaluation C - Assessments on field procedures including data collection techniques and monitoring protocols. Outline B - Utilize common laboratory and field techniques to develop hypotheses and experimentation of natural phenomena.
❗	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Assignments A - Reading from assigned text, news article, or research paper. Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight. Outline D - Ability to assess methodology utilized by environmental professionals to address environmental concerns. Outline E - Examine the interplay of stakeholders on environmental policy.
❗	**Objective 4: Create syntactically varied sentences that are free of mechanical errors.**	No Value	Methods of Evaluation C - Assessments on field procedures including data collection techniques and monitoring protocols. Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight. Outline D - Ability to assess methodology utilized by environmental professionals to address environmental concerns.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Assignment D - Final team project/presentation on an assigned topic, and reflection incorporating information gained in the course. Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight. Outline E - Examine the interplay of stakeholders on environmental policy. Outline C - Examine environmental assessment techniques, methods, and synthesis to predict possible environmental changes.

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	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

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 is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline A. Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Outline E - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.
❗	**Criteria 1: Present core concepts and scope that**	No Value	Outline A. Analyze in a laboratory and field setting how environmental, ecological, and

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Oral: Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight. Assignments A - Reading from assigned text, news article, or research paper. Assignments D - Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society. Written: Methods of Evaluation A - Completion of reading and writing assignments including an assessment (quiz) process to evaluate student comprehension of concepts and principles. Methods of Evaluation C - Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness. Collaborative Exercise: Assignment B - Field assignments including animal and plant surveys, environmental observations, environmental analysis through the use of environmental indicator techniques and modern tools, and analysis of soil, water, and air quality. Methods of Evaluation B - Evaluation of completed lab and field assignments based on student comprehension. Methods of Evaluation C - Assessment (quiz) on lab and field procedures including field data collection techniques and monitoring protocols evaluated for correctness. Methods of Evaluation D - Final team project/presentation evaluated on accuracy, student comprehension, and insight.

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	Assignment D - Final team project and presentation on an assigned topic, and reflection incorporating how the information gained in the course can help them participate in building a more sustainable society. Outline E - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions. Outline C - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits.
❗	**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	Assignments A - Reading from assigned text, news article, or research paper. Outline C - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits.
❗	**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	Assignments A - Reading from assigned text, news article, or research paper. Outline A - Analyze in a laboratory and field setting how environmental, ecological, and sustainable principles can be utilized for preservation and protection of nature in the built and natural environment. Outline E - Examine the interplay of stakeholders including government, non-government, and industry groups on environmental policy as a foundation for understanding solutions.

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 B.1 - Analyze environmental principles Outline B.2 - Analyze ecological principles Outline B.3 - Analyze principles and applications of sustainability. Outline C - Examine current environmental assessment techniques, methods, and synthesis used by professionals to forecast possible environmental impacts or benefits. Outline D - Assess the methodology utilized by environmental professionals to apply environmental indicators to assess current trends.

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
❗	**Stage 3: Division Curriculum Representative**	No Value	(see table below)
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Proposed Version for Stage 3:

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/25	Basic course info	Course description	required	please use complete sentences	Y
		Proposal details	required	attach online delivery form and G-matrix for prerequisite	Y
3/27	G-Matrix is required				Y

Changed	Questions	Current Version	Proposed Version
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 10: De Anza General Education**	No Value						
			Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed or Initiator's Response**
			4/15/25	De Aanza GE Form	Criteria 2	Required	Add three separate pieces in Criteria 2: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	Y
	Stage 13: Curriculum Committee	No Value	No Value					

CO			

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	ESCI 001L	ESCI 001L

Changed	Questions	Current Version	Proposed Version
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Hybrid Approval Date (MM/DD/YYYY)**	10/27/2020	No Value
	Curriculum Office Notes	- Confirmed removal of DL and Hybrid delivery 10/2/18.-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	- Confirmed removal of DL and Hybrid delivery 10/2/18.-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	ESCID001L
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000310913

Articulation

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

Change Report

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
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
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
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?

Section	Changed field
Cross-listed Course	Is this a cross-listed course?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Milena Grozeva
	Course ID (CB01A and CB01B)	F/TVD026.	F/TVD026.
	Course Control Number	CCC000126772	CCC000126772
	Course Title (CB02)	Introduction to Film/Television Directing	Introduction to Film/Television Directing
	Short Course Title	INTRO FILM/TV DIRECTING	INTRO FILM/TV DIRECTING
	TOP Code (CB03)	0604.20	0604.20 Television (including combined TV/film/video)
	CIP Code	Radio and Television	09.0701 Radio and Television
	Department	F/TV - Film and TV Prod.	F/TV - Film and TV Prod.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2026
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Development and execution of short, single-camera projects focusing on the skill of directing and crafting an actor's performance.	~~Development~~ This course examines the development and execution of short, single-camera projects focusing on the skill of directing and crafting an ~~actor's performance.~~ actor's performance. Students engage in scene analysis exercises, evaluate rehearsals with actors, plan and produce hands-on exercises, and create video projects where students apply various techniques of working with actors, mise-en-scene and camera movement.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Mass Communication
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - FILM/TV

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is intended to meet a requirement of the A.A. degree in Film/TV: Production and is UC transferable. This class focuses on the role of the film director and how to shape an actor's performance.	This ~~CTE~~ course is intended to meet a requirement of the ~~A.A.~~ Associate of Arts degree in Film/TV: Production and is UC and CSU transferable. This class focuses on the role of the film director and how to shape an actor's ~~performance.~~ performance. The course is part of the Film/TV: Production CTE program in the Film/TV Department and helps provide students with the practical skills to enter the workforce as an independent filmmaker or in a support role on set, as well as prepare students to transfer to a four-year film program.

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly F/TV D050.)	(Formerly F/TV D050.)

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	<u>No</u>

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.
	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	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Film, Television, and Electronic Media for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Film, Television, and Electronic Media for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Film, Television, and Electronic Media for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Film, Television, and Electronic Media for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Film/TV: Production **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Film/TV: Production **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Film/TV: Production **Award Type** Certificate of Achievement (COA)	**Associated Program** Film/TV: Production **Award Type** Certificate of Achievement (COA)
		Associated Program Film/TV: Production **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Film/TV: Production **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program Film/TV: Production (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Film/TV: Production (In Development) **Award Type** Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version

Associated Program	Film/TV: Production (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Film/TV: Production (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Film/TV: Screenwriting
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Screenwriting
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Screenwriting (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Screenwriting (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Photographic Arts (Film and Digital)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Photographic Arts (Film and Digital)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Photographic Arts (Film and Digital) (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Photographic Arts (Film and Digital) (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Professional Photography (Film and Digital)

Associated Program	Professional Photography (Film and Digital)

Changed	Field	Current Version		Proposed Version	
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree
		Associated Program	Professional Photography (Film and Digital) (In Development)	**Associated Program**	Professional Photography (Film and Digital) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	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	3.5	3.5
	Lecture Hours - Out of Class	7	7
	Laboratory Hours - In Class	1.5	1.5

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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	42	42
	Lecture Hours - Course Out-of-Class per Term	84	84
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	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	60	60
	Total - Course Out-of-Class Hours	84	84
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	126	126
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	**Methods of Instruction**	**Methods of Instruction** **Methods of Instruction** — Lecture and visual aids / Discussion of assigned reading / Discussion and problem solving performed in class / Quiz and examination review performed in class / Guest speakers / Collaborative projects / Homework and extended projects / Collaborative learning and small group exercises	**Methods of Instruction** — Methods of Instruction **Methods of Instruction** — Lecture and visual aids / Discussion of assigned reading / Discussion and problem solving performed in class / Quiz and examination review performed in class / Guest speakers / Collaborative projects / Homework and extended projects / Collaborative learning and small group exercises
❗	**Assignments**	1. Assigned weekly reading from primary texts 2. Script analysis and breakdown assignments 3. Short video projects that demonstrate the directing principles covered in class	1. Assigned weekly reading from primary texts 2. Script analysis and breakdown assignments 3. Short video projects that demonstrate the directing principles covered in class, such as working with actors, mise-en-scene, camera placement

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation
		Methods of Evaluation - Midterm and final exams that demonstrate mastery of directing techniques shown in class and illustrate the student's understanding of how to craft an emotionally believable performance from a script. - Script breakdown assignments will be graded on their attention to detail, level of analysis, and comprehensive understanding of the mechanics of the scene. - Video projects will be critiqued in class and will be assessed on their success in a variety of areas: characterization; dramatic arc; visual structure; and emotional impact.	

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation		1. Midterm presentations and final exams that demonstrate mastery of directing techniques shown in class and illustrate the student's understanding of how to craft an emotionally believable performance from a script. 2. Script breakdown assignments will be graded on their attention to detail, level of analysis, and comprehensive understanding of the mechanics of the scene. 3. Video projects will be critiqued in class and will be assessed on their success in a variety of areas: characterization; dramatic arc; visual structure; emotional impact; and creative camera placement.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Recording media of student's choice **Essential College Facilities:** • Video cameras, editing equipment, stage/studio area	**Essential Student Materials:** • Recording media of student's choice (SD cards) • Personal media storage device for backing up and transporting digital files • Access to a computer and the Internet **Essential College Facilities:** • Video cameras, computer lab with 30 workstations equipped with high-end graphics cards and editing software, such as Adobe Premiere Pro • Access to Adobe Creative Cloud software in the classroom lab, as well as student licenses for at-home use during the quarter • Access to streaming services, such as the De Anza College Library's Kanopy and Films on Demand, as well as licensing agreements with Swank Motion Pictures, Inc for instructional viewing of films • Sound stage equipped with a professional lighting grid and lighting fixtures to perform rehearsals and shoot film video projects

Changed	Field	Current Version	Proposed Version

Examples of Primary Texts and References

Current Version

Title	No value
Author	Weston, Judith. "Directing Actors: Creating Memorable Performances for Film and Television." SF: Michael Wiese Productions, 1999.
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version

Title	Directing Actors - 25th Anniversary Edition: Creating Memorable Performances for Film and Television
Author	Weston, Judith
Publisher	Michael Wiese Productions
Date/Edition	2021
ISBN	1615933212

Title	Directing: Film Techniques and Aesthetics
Author	Rabiger, Michael
Publisher	Routledge
Date/Edition	2020/6th Edition
ISBN	0815394314

Title	Film Directing: Shot by Shot - 25th Anniversary Edition: Visualizing from Concept to Screen
Author	Steve D. Katz
Publisher	Michael Wiese Productions
Date/Edition	2019
ISBN	1615932976

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Ascher, Steven and Edward Pincus. "The Filmmaker's Handbook." 4th ed. NY: Plume, 2013.
May include, but are not limited to	No value

Reading List	Block, Bruce. "The Visual Story: Creating the Visual Structure of Film, TV, and Digital Media." 2nd ed. Boston: Focal Press, 2007.
May include, but are not limited to	No value

Reading List	Caine, Michael. "Acting in Film: An Actor's Take on Movie Making." NY: Applause Theatre, 2000.
May include, but are not limited to	No value

Reading List	Johnson, Claudia H. "Crafting Short Screenplays that Connect." 4th ed. Boston: Focal Press, 2014.

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Katz, Steven D. "Film Directing Shot by Shot: Visualizing from Concept to Screen." SF: Michael Wiese Productions, 1991.	
	May include, but are not limited to	No value	
	Reading List	Rabiger, Michael and Hurbis-Cherrier, Mick. "Directing: Film Techniques and Aesthetics." 5th ed. Boston: Focal Press, 2013.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Recognize and demonstrate the use of basic principles for communicating emotional patterns to viewers - Analyze the script on a directorial level to find the dramatic arc and objectives - Structure formal visual and temporal elements into an integrated whole - Craft an emotionally truthful performance from an actor - Create short videos with actors and crew in order to apply directorial principles to the production of individual projects	- Recognize and demonstrate the use of basic principles for communicating emotional patterns to viewers - Analyze the script on a directorial level to find the dramatic arc and objectives - Structure formal visual and temporal elements into an integrated whole - Craft an emotionally truthful performance from an actor - Create short videos with actors and crew in order to apply directorial principles to the production of individual projects

CSLOs

CSLOs	Analyze and break down a script for casting and location shooting.
Expected SLO Performance	0.0

CSLOs	Analyze and break down a script for casting and location shooting.
Expected SLO Performance	0.0

CSLOs	Evaluate and guide the performance of an actor in a film production.
Expected SLO Performance	0.0

CSLOs	Evaluate and guide the performance of an actor in a film production.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Recognize and demonstrate the use of basic principles for communicating emotional patterns to viewers
		  1. Importance of building aesthetic pieces to an organic total
		  2. Understanding of film/video as temporal media
		  3. Story and dramatic arc as structural elements
		  4. Emotion as a structural and visual element
		  5. Techniques for dramatic resolution
		    1. Emotional release
		    2. Summation of information
		    3. Trigger for further thought
		  6. Other structural elements
		    1. Recurring visual or sound motifs
		    2. Recurring themes
		    3. Non-narrative structures (musical, collage, circular)
		2. Analyze the script on a directorial level to find the dramatic arc and objectives
		  1. Character breakdowns
		  2. Active scene objectives
		  3. Finding the dramatic arc and narrative peak in a scene
		  4. Subtext and interpretation of dialogue
		  5. Scene analysis charts
		3. Structure formal visual and temporal elements into an integrated whole
		  1. Tension/release concept
		  2. Importance of "peaks" and "valleys"
		  3. Rhythms and tempo
		    1. Editorial pacing and rhythm
			1. Recognize and demonstrate the use of basic principles for communicating emotional patterns to viewers
			  1. Importance of building aesthetic pieces to an organic total
			  2. Understanding of film/video as temporal media
			  3. Story and dramatic arc as structural elements
			  4. Emotion as a structural and visual element
			  5. Techniques for dramatic resolution
			    1. Emotional release
			    2. Summation of information
			    3. Trigger for further thought
			  6. Other structural elements
			    1. Recurring visual or sound motifs
			    2. Recurring themes
			    3. Non-narrative structures (musical, collage, circular)
			2. Analyze the script on a directorial level to find the dramatic arc and objectives
			  1. Character breakdowns
			  2. Active scene objectives
			  3. Finding the dramatic arc and narrative peak in a scene
			  4. Subtext and interpretation of dialogue
			  5. Scene analysis charts
			3. Structure formal visual and temporal elements into an integrated whole
			  1. Tension/release concept
			  2. Importance of "peaks" and "valleys"
			  3. Rhythms and tempo
			    1. Editorial pacing and rhythm

Changed	Field	Current Version	Proposed Version

		2. Camera motion and blocking
		  4. Grabbing viewer attention at the beginning
		  5. Creating a "satisfying" ending
		  6. Building to high points of tension
		4. Craft an emotionally truthful performance from an actor
		  1. Techniques for establishing trust as a director
		  2. Moment-to-moment acting fundamentals
		  3. Actions and activities to build characterization
		  4. Blocking as a way to reveal intention
		  5. Rehearsal techniques for building a performance
		  6. Working with the actor on set
		5. Create short videos with actors and crew in order to apply directorial principles to the production of individual projects
		  1. Writing the script
		  2. Filming the script.
		  3. Post-production audio and visual editing
		  4. Scheduling and pre-visualization
		  5. Working with the crew
		  6. Casting
			2. Camera motion and blocking
			  4. Grabbing viewer attention at the beginning
			  5. Creating a "satisfying" ending
			  6. Building to high points of tension
			4. Craft an emotionally truthful performance from an actor
			  1. Techniques for establishing trust as a director
			  2. Moment-to-moment acting fundamentals
			  3. Actions and activities to build characterization
			  4. Blocking as a way to reveal intention
			  5. Rehearsal techniques for building a performance
			  6. Working with the actor on set
			5. Create short videos with actors and crew in order to apply directorial principles to the production of individual projects
			  1. Writing the script
			  2. Filming the script
			  3. Post-production audio and visual editing
			  4. Scheduling and pre-visualization
			  5. Working with the crew
			  6. Casting

	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
❗	**Lab Outline**	1. Script breakdown and analysis 2. Rehearsal techniques 3. Coverage styles and ways to visualize a scene 4. Working with a crew as a director 5. Getting a good performance on set 6. Casting techniques	1. Script breakdown and analysis 2. Rehearsal techniques 3. Coverage styles and ways to visualize a scene 4. Working with a crew as a director 5. Getting a good performance on set 6. Casting techniques 7. Moving camera techniques

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	F/TV D020.	F/TV D020.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	THEA D020A or THEA D080A	THEA D020A or THEA D080A
	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**	2CA	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2019	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2019	No Value
	Sort ID (00 < 10; 0 < 100)	F/TV 026	F/TV 026
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	F/TV	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).)	Three and one-half hours lecture, one and one-half hours laboratory (60 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**	231011	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	060420	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	• Course # change due to UC artic. appr. -- (effect. F17).-mkct	• Course # change due to UC artic. appr. -- (effect. F17).-mkct
❗	**Print/No Print to Catalog**	Yes	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
	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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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	(see nested table below)

Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
3/20/25	Basic Course Information	Attachments	Required	Complete and upload a Matrix G for your THEA 20A or THEA 80A advisory.	Y

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	F/TVD026.
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000126772

Articulation

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

De Anza College
Change Report
04/08/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Course Title (CB02)
General Information	Effective Term
General Information	Course Description
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Learning Outcomes	CSLOs
Course Outline	Lab Outline
Summary of Revisions	Specifications
Summary of Revisions	Other
Course Justification	Course Justification
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Milena Grozeva • Silveria, Rachel	• Milena Grozeva
	Course ID (CB01A and CB01B)	F/TVD056A	F/TVD056A
	Course Control Number	CCC000582652	CCC000582652
❗	**Course Title (CB02)**	Introduction to Visual Effects and Color Grading	Introduction to ~~Visual Effects and~~ Color Grading
	Short Course Title	INTRO TO VIS EFFCTS & CLR GRAD	INTRO TO VIS EFFCTS & CLR GRAD
	TOP Code (CB03)	0604.20	0604.20 Television (including combined TV/film/video)
	CIP Code	Radio and Television	09.0701 Radio and Television
	Department	F/TV - Film and TV Prod.	F/TV - Film and TV Prod.
❗	**Effective Term**	Fall 2024	Fall ~~2024~~ <u>2026</u>
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational
❗	**Course Description**	This course provides an overview of the finishing steps in the modern, digital post-production process. Students will examine film and television-based workflows in Adobe After Effects, such as titling and composite work, along with practical applications of the industry-standard software for professional color grading, DaVinci Resolve.	This course provides an overview of the finishing steps in the modern, digital post-production process. Students will examine film and television-based workflows ~~in Adobe After Effects, such as titling~~ and ~~composite work, along with~~ practical applications of the industry-standard software for professional color grading, DaVinci Resolve.
	Course Type (CB27)	• Lower Division	• Lower Division
	Mode of Delivery	• Online • Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	• Mass Communication	• Mass Communication
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	• FHDA FSA - FILM/TV	• FHDA FSA - FILM/TV

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 as an elective requirement of the C-ID model, and this course is also part of the Film/TV CTE program. Additionally, this course belongs on the Film/TV: Production A.A. degree. This course provides an introduction to visual effects and motion graphics software as well as color-grading skills needed for entry-level employment in the post-production industry.	This CTE course is transferable to CSU as an elective requirement of the C-ID model, and this course is also part of the Film/TV CTE program. Additionally, this course belongs on the Film/TV: Production A.A. Associate of Arts degree. This course provides an introduction to visual effects the industry-standard color-grading software DaVinci Resolve and motion graphics software as well as color-grading builds the skills needed for entry-level employment in the post-production industry.

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?	No	No

Cross-listed Course

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

Foothill Equivalency

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

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	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
❗	**Will the course be UC transferable?**	No value	<u>No</u>
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** Film, Television, and Electronic Media for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Film, Television, and Electronic Media for Transfer **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Film, Television, and Electronic Media for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree	**Associated Program** Film, Television, and Electronic Media for Transfer (In Development) **Award Type** Associate in Science for Transfer (A.S.-T.) Degree
		Associated Program Film/TV: Animation **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Film/TV: Animation **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Film/TV: Animation (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Film/TV: Animation (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Film/TV: Production **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Film/TV: Production **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Film/TV: Production **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** Film/TV: Production **Award Type** Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program Film/TV: Production (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Film/TV: Production (In Development) **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Film/TV: Production (In Development) **Award Type** Certificate of Achievement- Advanced (COA-A)	**Associated Program** Film/TV: Production (In Development) **Award Type** Certificate of Achievement- Advanced (COA-A)
		Associated Program Film/TV: Screenwriting **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Film/TV: Screenwriting **Award Type** Associate in Arts (A.A.) Degree
		Associated Program Film/TV: Screenwriting (In Development) **Award Type** Associate in Arts (A.A.) Degree	**Associated Program** Film/TV: Screenwriting (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 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	3.5	3.5
	Lecture Hours - Out of Class	7	7
	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	144	144

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	42	42
	Lecture Hours - Course Out-of-Class per Term	84	84
	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	60	60
	Total - Course Out-of-Class Hours	84	84
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Total Lecture Hours per Term	126	126
	Total Laboratory Hours per Term	18	18
	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
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 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 Guest speakers Collaborative learning and small group exercises Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Weekly in-class tutorials and progress checks on the software platform being instructed. 2. Short creative projects in After Effects that demonstrate a variety of uses, such as puppet animation, title treatments, credit sequences, etc. 3. Raw footage or clips to be fully color graded in DaVinci Resolve and finished for delivery. 4. Reading assignments from textbook, articles, and online tutorials.	1. Weekly in-class tutorials and progress checks on the software platform being instructed. 2. Short creative projects in DaVinci Resolve that demonstrate a variety of uses, such as secondary color correction, use of power windows, 3D keying, etc. 3. Raw footage or clips to be fully color graded in DaVinci Resolve and finished for delivery. 4. Reading assignments from textbook, articles, and online tutorials.

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

Changed Field	Current Version		Proposed Version	
	Methods of Evaluation	1. Weekly progress checks will be evaluated for completeness, accuracy, and continuing development of skills over the course of the quarter. 2. After Effects and DaVinci Resolve projects will be graded based on effective and relevant use of the program, creative application of visual imagery, and effectiveness in conveying the desired message. Projects may be screened for in-class critique or workshopping. 3. Projects will be assessed for proper color levels, consistent grading techniques, correct use of DaVinci Resolve, and accurate technical specifications	**Methods of Evaluation**	1. Weekly progress checks will be evaluated for completeness, accuracy, and continuing development of skills over the course of the quarter. 2. DaVinci Resolve projects will be graded based on effective and relevant use of the program, creative application of visual imagery, and effectiveness in conveying the desired message. Projects may be screened for in-class critique or workshopping. 3. Projects will be assessed for proper color levels, consistent grading techniques, correct use of DaVinci Resolve, and accurate technical specifications in the video

Changed	Field	Current Version	Proposed Version
		in the video file. Projects may be screened for in-class critique or workshopping. 4. A written midterm and final exam will test understanding of the software based on textbook and other reading assignments.	file. Projects may be screened for in-class critique or workshopping. 4. A written midterm and final exam will test understanding of the software based on textbook and other reading assignments.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None **Essential College Facilities:** • 30 computer stations equipped with, and capable of effectively running, the following latest version of the software: Adobe Premiere Pro; Adobe After Effects; Adobe Photoshop; Adobe Illustrator; Adobe Media Encoder; and DaVinci Resolve	**Essential Student Materials:** • None **Essential College Facilities:** • 30 computer stations equipped with, and capable of effectively running, the latest version of Adobe Creative Cloud and DaVinci Resolve

Changed	Field	Current Version	Proposed Version

Examples of Primary Texts and References (⚠)

Current Version

Title	Adobe After Effects Classroom in a Book
Author	Fridsma, Lisa and Brie Gyncild
Publisher	Adobe Press
Date/Edition	2022/1st Edition
ISBN	0137623925

Title	Getting Started with DaVinci Resolve 18
Author	James, Henry
Publisher	Anodyne Press
Date/Edition	2022
ISBN	1945028467

Title	The Colorist Guide to DaVinci Resolve 18
Author	Fissoun, Daria, Jason Druss, Mary Plummer, Dion Scoppettuolo & David Hover
Publisher	Blackmagic Design Learning Series
Date/Edition	2022
ISBN	979-8987267103

Proposed Version

Title	Getting Started with DaVinci Resolve 18
Author	James, Henry
Publisher	Anodyne Press
Date/Edition	2022
ISBN	1945028467

Title	The Colorist Guide to DaVinci Resolve 18
Author	Fissoun, Daria, Jason Druss, Mary Plummer, Dion Scoppettuolo & David Hover
Publisher	Blackmagic Design Learning Series
Date/Edition	2022
ISBN	979-8987267103

Title	The Guide to Managing Postproduction for Film, TV, and Digital Distribution: Managing the Process
Author	Clark, Barbara, Dawn Higginbotham, Kumari Bakhru, Susan Spohr
Publisher	Routledge
Date/Edition	2019/3rd Edition

Changed	Field	Current Version	Proposed Version
		Title The Guide to Managing Postproduction for Film, TV, and Digital Distribution: Managing the Process	**ISBN** 1138482811
			Title Color Grading 101: Getting Started Color Grading for Editors, Cinematographers, Directors, and Aspiring Colorists
		Author Clark, Barbara, Dawn Higginbotham, Kumari Bakhru, Susan Spohr	**Author** Haine, Charles
		Publisher Routledge	**Publisher** Routledge
		Date/Edition 2019/3rd Edition	**Date/Edition** 2019/1st Edition
		ISBN 1138482811	**ISBN** 0367140055
		Title Color Grading 101: Getting Started Color Grading for Editors, Cinematographers, Directors, and Aspiring Colorists	**Title** The Beginner's Guide to DaVinci Resolve 18
		Author Haine, Charles	**Author** Roberts, Chris, Hall, Simon, Ditner, Arthur, Fissoun, Daria, Scoppettuolo, Dion
		Publisher Routledge	**Publisher** Blackmagic Design Learning Series
		Date/Edition 2019/1st Edition	**Date/Edition** 2023
		ISBN 0367140055	**ISBN** 979-8987267110
	Suggested Reading List	No value	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
❗	**Course Objectives**	- Analyze how motion graphics and visual effects communicate their message to the audience both aesthetically and practically. - Integrate video footage with motion graphics and composite images in an efficient workflow. - Utilize Adobe After Effects for traditional motion graphics techniques including title treatments and basic animation. - Solve real-world, film and video-specific imaging problems through the usage of Adobe After Effects. - Demonstrate principles of color grading through the creative application of DaVinci Resolve. - Employ proper finishing and delivery in a modern post-production workflow.	- Analyze how motion graphics and visual effects communicate their message to the audience both aesthetically and practically. - Integrate video footage with motion graphics and composite images in an efficient workflow. - Demonstrate principles of color grading through the creative application of DaVinci Resolve. - Employ proper finishing and delivery in a modern post-production workflow.

Changed	Field	Current Version		Proposed Version	
❗	CSLOs				

CSLOs	Demonstrate finishing procedures needed to complete a project in a modern digital workflow.
Expected SLO Performance	0.0

CSLOs	Identify uses for and develop techniques to achieve effective, project-specific motion graphics and visual effects.
Expected SLO Performance	0.0

CSLOs	Demonstrate finishing procedures needed to complete a project in a modern digital workflow.
Expected SLO Performance	0.0

CSLOs	Identify uses for and develop techniques to achieve effective, project-specific motion graphics and visual effects.
Expected SLO Performance	0.0

CSLOs	Identify uses for and develop techniques to achieve effective, project-specific color grading look.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

❗	**Course Content**	1. Analyze how motion graphics and visual effects communicate their message to the audience both aesthetically and practically.
		   1. Creative problem solving through moving images
		   2. Exploration of typography, color, composition, and motion as primary communication tools
		   3. The limits and possibilities of computer-generated imagery
		   4. What programs and methods to use for what problems
		2. Integrate video footage with motion graphics and composite images in an efficient workflow.
		   1. Types of media that can be created or imported within the Adobe Creative Cloud
		   2. Best practices for digital post-production workflows
		   3. Dynamic linking within the Adobe Creative Cloud
		   4. File formats, settings, and technical specifications
		3. Utilize Adobe After Effects for traditional motion graphics techniques including title treatments and basic animation.
		   1. Creating a basic composition and arrangement of layers
		   2. Basic animation tools
		      1. Effects and text animation presets
		      2. Keyframing
		      3. Nesting and precomposing
		      4. Puppet tool
		   3. Animation of text and shape layers
		      1. Parenting
			1. Analyze how motion graphics and visual effects communicate their message to the audience both aesthetically and practically.
			   1. Creative problem solving through moving images
			   2. Exploration of typography, color, composition, and motion as primary communication tools
			   3. The limits and possibilities of computer-generated imagery
			   4. What programs and methods to use for what problems
			2. Integrate video footage with motion graphics and composite images in an efficient workflow.
			   1. Types of media that can be created or imported within DaVinci Resolve
			   2. Best practices for digital post-production workflows
			   3. File formats, settings, and technical specifications
			3. Demonstrate principles of color grading through the creative application of DaVinci Resolve.
			   1. Importing footage and program setup
			   2. The standard DaVinci Resolve workflow
			   3. Color management through the basics of adjusting contrast and color balance
			   4. Primary color correction and curves
			      1. Lift, gamma, and gain
			      2. HSL and clip curves

Changed	Field	Current Version	Proposed Version

2. Creating tracks and paths
3. Using Animators
4. Integration of video and audio formats as well as files from other programs such as Photoshop and Illustrator
5. Differentiation and application of vector-based versus bitmap-based images
6. Masking, mattes, and transparency

4. Solve real-world, film and video-specific imaging problems through the usage of Adobe After Effects.
   1. Compositing and layering elements
   2. Rotoscoping
   3. Color keying with blue or green screen
   4. Motion effects using frame retiming
   5. Warp Stabilization
   6. Motion and camera tracking

5. Demonstrate principles of color grading through the creative application of DaVinci Resolve.
   1. Importing footage and program setup
   2. The standard DaVinci Resolve workflow
   3. Color management through the basics of adjusting contrast and color balance
   4. Primary color correction and curves
      1. Lift, gamma, and gain
      2. HSL and clip curves
   5. Working with waveforms, vectorscopes, and histograms

5. Working with waveforms, vectorscopes, and histograms
6. Secondary correction
   1. Power windows and tracking
   2. Keyframes and mattes
   3. Node editor

4. Employ proper finishing and delivery in a modern post-production workflow.
   1. Video and audio compression
   2. Managing multiple video and audio streams
   3. Using the render queue, Adobe Media Encoder, and other batch-processing programs
   4. Render strategies and templates for different distribution methods

Changed	Field	Current Version	Proposed Version
		6. Secondary correction 1. Power windows and tracking 2. Keyframes and mattes 3. Node editor 6. Employ proper finishing and delivery in a modern post-production workflow. 1. Video and audio compression 2. Managing multiple video and audio streams 3. Using the render queue, Adobe Media Encoder, and other batch-processing programs 4. Render strategies and templates for different distribution methods	
	Lab Component in this Course	Yes	Yes
❗	**Lab Outline**	1. Modern Post-Production Workflows 2. Project Setup and Composition Basics in After Effects 3. Basic Tools of Animation 4. Animating Text and Shape Layers 5. Compositing and Green Screen Keying 6. Stabilization and Motion Tracking 7. Primary Correction in Davinci Resolve 8. Secondary Correction in Davinci Resolve 9. Rendering Strategies 10. Finishing and Delivery	1. Modern Post-Production Workflows 2. Project Setup in DaVinci Resolve 3. Compositing and Green Screen Keying 4. Stabilization and Motion Tracking 5. Primary Correction in Davinci Resolve 6. Secondary Correction in Davinci Resolve 7. Rendering Strategies 8. Finishing and Delivery

Summary of Revisions

Changed	Questions	Current Version	Proposed Version
	Basic Course Information	No Value	No Value
	Units and Hours	No Value	No Value
❗	**Specifications**	Updated textbooks and references to reflect current publications	No Value
	Outline	No Value	No Value
❗	**Other**	Updated primary textbooks, Methods of Evaluation, and Essential Student Materials and College Facilities	No Value

Blue Form

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

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
	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
	1. Is the unit(s) change required for articulation?	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	F/TV D020.	F/TV D020.
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	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

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

B-Matrix Form

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

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

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

C-Matrix Form

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

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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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

Changed	Questions	Current Version	Proposed Version
	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
	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

E-Matrix Form

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

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

F-Matrix Form

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

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

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

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
	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

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
	Basic Course Information	No Value	No Value
	Course Development Option	No Value	No Value
	Units and Hours	No Value	No Value
	Specifications	No Value	No Value
	Learning Outcomes	No Value	No Value
	Outlines	No Value	No Value
	New Course or Summary of Revisions	No Value	No Value
	Req/Adv	No Value	No Value
	Matrices A-H	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	De Anza GE	No Value	No Value
	De Anza GE - ESGC	No Value	No Value
	Online and/or Hybrid	No Value	No Value
	Curriculum Committee	No Value	No Value

Curriculum Office

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	F/TV 056A	F/TV 056A
	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)	10/24/2023	10/24/2023
	Hybrid Approval Date (MM/DD/YYYY)	10/24/2023	10/24/2023
	Curriculum Office Notes	• DE Updated. 12/13/2022. MK.	• DE Updated. 12/13/2022. MK.
	Checklist	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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	F/TVD056A

Changed	Field	Current Version
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 24, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2029 12:00:00 AM
	External Review Approval Date	Sep 1, 2024 12:00:00 AM
	Course Control Number	CCC000582652

Articulation

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

De Anza College
Change Report
04/04/2025

Summary of Changes

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

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
Blue Form	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.
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification
CTE Course	Is this a CTE (Career Technical Education) course?

Section	Changed field
Honors/Non-honors Course	Is this an honors/non-honors course?
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mark Hamer
	Course ID (CB01A and CB01B)	F/TVD067A	F/TVD067A
	Course Control Number	CCC000604090	CCC000604090
	Course Title (CB02)	Principles of Animation: 2D Media	Principles of Animation: 2D Media
	Short Course Title	PRINCIPLES OF ANIMAT: 2D MEDIA	PRINCIPLES OF ANIMAT: 2D MEDIA
	TOP Code (CB03)	0614.40	0614.40 Animation
	CIP Code	Animation, Interactive Technology, Video Graphics and Special Effects	10.0304 Animation, Interactive Technology, Video Graphics and Special Effects
	Department	F/TV - Film and TV Prod.	F/TV - Film and TV Prod.
❗	**Effective Term**	Fall 2021	Fall 2021 2026
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	An introduction to the basic principles for creating convincing and expressive animated motion. Students will use traditional and digital hand-drawn animation techniques to learn and apply these principles, which are fundamental to all forms of animation, including 3D animation and motion graphics.	~~An~~ This course is an introduction to the basic principles for creating convincing and expressive animated motion. ~~Students will~~ The coursework includes the use of traditional and digital hand-drawn animation techniques to learn and apply these principles, which are fundamental to all forms of animation, including 3D animation and motion graphics.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Mass Communication
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - FILM/TV

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course teaches basic animation techniques. This course is CSU transferable and is part of the AA degree in Film/TV Production: Animation.	This ~~course teaches basic animation techniques. This~~ <u>CTE</u> course is <u>transferable to the</u> CSU ~~transferable system and belongs on the Film/TV: Animation Associate of Arts degree. The student will concentrate on the basic principles for creating convincing and expressive animated motion. This course</u> is part of the ~~AA degree in Film/TV Production: Animation.~~ <u>CTE mission of the Film/Television department and helps provide students with the practical skills to enter the workforce as a media-making artist.</u>

Foothill Equivalency

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly F/TV D069A.)	(Formerly F/TV D069A.)

Stand-Alone Statement

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

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	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	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	<u>No</u>
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	<u>No</u>

Associated Programs

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

Associated Program	Film, Television, and Electronic Media for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Film, Television, and Electronic Media for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Film, Television, and Electronic Media for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Film, Television, and Electronic Media for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Film/TV: Animation
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Animation
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Animation
Award Type	Certificate of Achievement (COA)

Associated Program	Film/TV: Animation
Award Type	Certificate of Achievement (COA)

Associated Program	Film/TV: Animation (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Animation (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Illustration (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Illustration (In Development)
Award Type	Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version

Associated Program	Illustration (In Development)	**Associated Program**	Illustration (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)	**Award Type**	Certificate of Achievement-Advanced (COA-A)

Associated Program	Liberal Arts (Arts and Letters Emphasis)	**Associated Program**	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	**Associated Program**	Liberal Arts (Arts and Letters Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to 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	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	144	144
	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	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	72	72
	Total - Course Out-of-Class Hours	72	72
	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	108	108

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	36	36
	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
		Methods of Instruction — Lecture and visual aids Homework and extended projects Critique of student production work Frame-by-frame analysis of professional work Quiz and examination review performed in class Discussion and problem solving performed in class Demonstrations of software and techniques In-class exploration of Internet sites Field trips Guest speakers	**Methods of Instruction** — Lecture and visual aids Homework and extended projects Critique of student production work Frame-by-frame analysis of professional work Quiz and examination review performed in class Discussion and problem solving performed in class Demonstrations of software and techniques In-class exploration of Internet sites Field trips Guest speakers
	Assignments	1. Animation assignments applying the principles of animation to the movement of objects and characters 2. Assigned readings on various principles of animation, followed by group discussions 3. Animation assignments applying the principles and techniques for human and animal locomotion to animated characters.	1. Animation assignments applying the principles of animation to the movement of objects and characters 2. Assigned readings on various principles of animation, followed by group discussions 3. Animation assignments applying the principles and techniques for human and animal locomotion to animated characters.

Changed	Field	Current Version	Proposed Version
❗	**Methods of Evaluation**	**Methods of Evaluation**	**Methods of Evaluation** Methods of Evaluation
		Methods of Evaluation 1. Weekly animation assignments and in-class exercises demonstrating the student's understanding and application of animation principles and techniques. 2. A written quiz assessing student's comprehension of terminology, techniques and animation workflows. 3. Final project demonstrating the student's ability to plan and execute a character animation sequence, incorporating fundamental animation principles as well as the character concepts of body mechanics, posing, staging, and acting.	**Methods of Evaluation** 1. Weekly animation assignments and in-class exercises demonstrating the student's understanding and application of animation principles and techniques. 2. A written quiz assessing student's comprehension of terminology, techniques and animation workflows. 3. Final project demonstrating the student's ability to plan and execute a character animation sequence, incorporating fundamental animation principles as well as the character concepts of body mechanics, posing, staging, and acting.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Drawing pencils, bond paper, and personal media storage device for backing up and transporting digital files **Essential College Facilities:** • Computer lab with facilities for screensharing and 30 workstations equipped with digital image manipulation software, 2D animation software, and high-end graphics cards; 30 digital drawing input devices; high-resolution scanner; Drawing tables with animation discs and underlights; Video pencil test camera and recorder; Equipment for action analysis through single frame projection of 16mm film, laserdisc, video tape or DVD	**Essential Student Materials:** • Drawing pencils, bond paper, and personal media storage device for backing up and transporting digital files **Essential College Facilities:** • Computer lab with facilities for screensharing and 30 workstations equipped with digital image manipulation software, 2D animation software, and high-end graphics cards; 30 digital drawing input devices; high-resolution scanner; Drawing tables with animation discs and underlights; Video pencil test camera and recorder; Equipment for action analysis through single frame projection of 16mm film, laserdisc, video tape or DVD • Streaming services such as the De Anza College Library's Kanopy and Films on Demand, as well as licensing agreements with Swank Motion Pictures, Inc. • Access to Adobe Creative Cloud software in the classroom, as well as student licenses for at-home use during the quarter

Changed	Field	Current Version	Proposed Version

❗ **Examples of Primary Texts and References**

	Current Version
Title	No value
Author	Williams, Richard. "The Animator's Survival Kit." UK: Faber & Faber, 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

	Current Version
Title	No value
Author	Webster, Chris. "Animation the Mechanics of Motion." MA: Focal Press, 2005
Publisher	No value
Date/Edition	No value
ISBN	No value

	Proposed Version
Title	The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators
Author	Williams, Richard
Publisher	Farrar, Straus and Giroux
Date/Edition	Fourth Edition, Revised (September 25, 2012)
ISBN	086547897X

	Proposed Version
Title	Timing for Animation, 40th Anniversary Edition 3rd Edition
Author	Whitaker, Harold
Publisher	CRC Press
Date/Edition	3rd edition (January 27, 2021)
ISBN	0367527758

	Proposed Version
Title	Cartoon Animation with Preston Blair, Revised Edition!: Learn techniques for drawing and animating cartoon characters (Collector's Series)
Author	Blair, Preston

Changed	Field	Current Version	Proposed Version
	Publisher		Walter Foster Publishing
	Date/Edition		Revised edition (November 3, 2020)
	ISBN		1633228908

	Title		Character Animation Crash Course!
	Author		Goldberg, Eric
	Publisher		Silman-James Press
	Date/Edition		Paperback edition (July 15, 2008)
	ISBN		1879505975

	Title		The Illusion of Life: Disney Animation
	Author		Johnston, Ollie & Thomas, Frank
	Publisher		Disney Editions
	Date/Edition		Subsequent edition (October 19, 1995)
	ISBN		0861713230

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Blair, Preston. "Animation 1: Learn to Animate Cartoons Step-By-Step." Walter Foster, 2005
May include, but are not limited to	No value

Reading List	Goldberg, Eric. "Character Animation Crash Course!" Silman-James Press, 2008.
May include, but are not limited to	No value

Reading List	Mattesi, Michael. "Force, Dynamic Life Drawing for Animators." MA: Focal press, 2006
May include, but are not limited to	No value

Reading List	Roberts, Steve. "Character Animation Fundamentals: Developing Skills for 2D and 3D Character Animation." MA: Focal Press, 2011

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Stanchfield, Walt. "Drawn to Life Vol I & II." MA: Focal Press, 2009	
	May include, but are not limited to	No value	
	Reading List	Thomas, F. and O. Johnston. "Disney Animation: The Illusion of Life." NY: Abbeville, 1981.	
	May include, but are not limited to	No value	
	Reading List	Whitaker, Harold and Halas, John. "Timing for Animation". London: Focal Press, 1981.	
	May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version
	Reading List	Whitaker, Harold. Halas, John "Timing for Animation." MA: Focal Press, 2009	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Identify and apply the principles of animation used to create realistic animated motion. • Identify and apply concepts of body mechanics and acting to create believable character animation. • Identify and apply principles of staging and visual design to convey ideas. • Identify and apply creative and technical methods used in the animation industry.	• Identify and apply the principles of animation used to create realistic animated motion. • Identify and apply concepts of body mechanics and acting to create believable character animation. • Identify and apply principles of staging and visual design to convey ideas. • Identify and apply creative and technical methods used in the animation industry.

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Design realistic and expressionistic animated movements.
Expected SLO Performance	0.0

CSLOs	Design realistic and expressionistic animated movements.
Expected SLO Performance	0.0

CSLOs	Create drawn sequences of character and effects animation.
Expected SLO Performance	0.0

CSLOs	Create drawn sequences of character and effects animation.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Identify and apply the principles of animation used to create realistic animated motion.
		   1. Timing and spacing
		   2. Arcs of motion, lines of action
		   3. Pose to pose and straight ahead
		   4. Keys, breakdowns, and in-betweens
		   5. Squash and stretch, exaggeration
		   6. Anticipation, overlapping action, and follow-through
		   7. Cycle animation
		   8. Metamorphosis
		   9. Effects animation
		2. Identify and apply concepts of body mechanics and acting to create believable character animation.
		   1. Weight and balance
		   2. Mechanics of two-legged and four-legged walk cycles
		   3. Mechanics of two-legged jumps and landings
		   4. Mechanics of four-legged jumps, landings, gait and tail movement
		   5. Force
		   6. Acting and personality
		   7. Character design to maximize application of animation principles.
		3. Identify and apply principles of staging and visual design to convey ideas.
		   1. Staging
		   2. Strong poses
		   3. Silhouettes, solid drawing, and appeal
		   4. Rule of thirds
		   5. Aspect ratio
		4. Identify and apply creative and technical methods used in the animation industry.
			1. Identify and apply the principles of animation used to create realistic animated motion.
			   1. Timing and spacing
			   2. Arcs of motion, lines of action
			   3. Pose to pose and straight ahead
			   4. Keys, breakdowns, and in-betweens
			   5. Squash and stretch, exaggeration
			   6. Anticipation, overlapping action, and follow-through
			   7. Cycle animation
			   8. Metamorphosis
			   9. Effects animation
			2. Identify and apply concepts of body mechanics and acting to create believable character animation.
			   1. Weight and balance
			   2. Mechanics of two-legged and four-legged walk cycles
			   3. Mechanics of two-legged jumps and landings
			   4. Mechanics of four-legged jumps, landings, gait and tail movement
			   5. Force
			   6. Acting and personality
			   7. Character design to maximize application of animation principles.
			3. Identify and apply principles of staging and visual design to convey ideas.
			   1. Staging
			   2. Strong poses
			   3. Silhouettes, solid drawing, and appeal
			   4. Rule of thirds
			   5. Aspect ratio
			4. Identify and apply creative and technical methods used in the animation industry.

Changed	Field	Current Version	Proposed Version
		1. Video reference for complex motion 2. Scene blocking 3. Animation software 4. Visual style 5. Paperless workflows 6. Motion planning using thumbnails and exposure sheets	1. Video reference for complex motion 2. Scene blocking 3. Animation software 4. Visual style 5. Paperless workflows 6. Motion planning using thumbnails and exposure sheets
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Pencil Testing 2. Timing and spacing guides 3. Animation Planning 4. 2D Animation software	1. Pencil Testing 2. Timing and spacing guides 3. Animation Planning 4. 2D Animation software

Curriculum Office

Changed	Questions	Current Version	Proposed Version
❗	**Banner Start Term (202122)**	202122	No Value
❗	**Banner Division**	2CA	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2019	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2019	No Value
	Sort ID (00 < 10; 0 < 100)	F/TV 067A	F/TV 067A
	Course Status	Substantial	Substantial

Changed	Questions	Current Version	Proposed Version
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	F/TV	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)	02/07/2023	02/07/2023
❗	**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).)**	Three hours lecture, three hours laboratory (72 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	231011	No Value
❗	Account Code	1320	No Value
❗	Program Code	060420	No Value
❗	Percent	100	No Value
	Curriculum Office Notes	• Hybrid appr. 2/7/23 (effect. S23) - mc	• Hybrid appr. 2/7/23 (effect. S23) - mc
❗	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:	ARTS D004A	ARTS D004A
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value

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

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	From Cal State East Bay: ART 244 - Animation I. Production of introductory to intermediate level computer-based animation with emphasis on drawn and stop-motion techniques used for storytelling and creative communication. Analyze and apply animation principles in assignments and projects using both digital and non-digital media
	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

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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

D-Matrix Form

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**

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**

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 and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
			3/18/25	Basic Course Information	Attachments	Required	Complete and upload a Matrix G for your ARTS 4A advisory	Y
			3/20/25	Basic Course Information	Attachments	Required	Please change the course on your Matrix G to ARTS 4A (you currently have it listed as F/TV 4A)	Y
	Stage 8: Dean of Online Learning	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	F/TVD067A

Changed	Field	Current Version
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000604090

Articulation

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

De Anza College
Change Report
04/04/2025

Summary of Changes

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

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
Blue Form	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.
Comments	Stage 3: Division Curriculum Representative
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?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mark Hamer
	Course ID (CB01A and CB01B)	F/TVD068A	F/TVD068A
	Course Control Number	CCC000556455	CCC000556455
	Course Title (CB02)	Sound for Animation	Sound for Animation
	Short Course Title	SOUND FOR ANIMATION	SOUND FOR ANIMATION
	TOP Code (CB03)	0614.40	0614.40 Animation
	CIP Code	Animation, Interactive Technology, Video Graphics and Special Effects	10.0304 Animation, Interactive Technology, Video Graphics and Special Effects
	Department	F/TV - Film and TV Prod.	F/TV - Film and TV Prod.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2026
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	An intermediate level animation course introducing techniques for creating animation synced to music, voice, and sound effects. Through practical exercises and projects, students will learn and apply techniques for animation planning, staging, and lip sync, as well as basic principles for designing, recording, and mixing their own soundtracks.	~~An intermediate level animation~~ This course ~~introducing~~ covers intermediate-level techniques for creating animation synced to music, voice, and sound effects. ~~Through~~ The coursework includes practical exercises and projects, through which students will learn and apply techniques for animation planning, staging, and lip sync, as well as basic principles for designing, recording, and mixing their own soundtracks.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Telecommunication Technology
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - FILM/TV

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable. It is required for the AA Degree in Film/Television: Animation, and is part of the CTE program in Animation. This is the only course covering intermediate animation topics like lip sync, body sync, and syncing animation to music.	This course ~~is CSU transferable. It is required~~ covers intermediate-level techniques for ~~the AA Degree in Film/Television: Animation,~~ creating animation synced to music, voice, and ~~is part of the CTE program~~ sound effects. The coursework includes practical exercises and projects in ~~Animation. This is the only course covering intermediate animation topics like lip sync, body sync,~~ applying techniques and ~~syncing animation~~ principles for designing, recording, and mixing soundtracks with an application to ~~music.~~ both computer and traditional drawn animation.

Foothill Equivalency

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	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	

UC Transferable and/or Lower-Division Major Requirement

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
❗	**Will the course be UC transferable?**	No value	<u>No</u>
	If yes, identify the lower-division UC course and campus.	No value	
❗	**Will the course fulfill a UC/CSU lower-division major requirement?**	No value	<u>No</u>

Associated Programs

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

Associated Program	Film, Television, and Electronic Media for Transfer	
Award Type	Associate in Science for Transfer (A.S.-T.) Degree	

Associated Program	Film, Television, and Electronic Media for Transfer	
Award Type	Associate in Science for Transfer (A.S.-T.) Degree	

Associated Program	Film, Television, and Electronic Media for Transfer (In Development)	
Award Type	Associate in Science for Transfer (A.S.-T.) Degree	

Associated Program	Film, Television, and Electronic Media for Transfer (In Development)	
Award Type	Associate in Science for Transfer (A.S.-T.) Degree	

Associated Program	Film/TV: Animation	
Award Type	Associate in Arts (A.A.) Degree	

Associated Program	Film/TV: Animation	
Award Type	Associate in Arts (A.A.) Degree	

Associated Program	Film/TV: Animation	
Award Type	Certificate of Achievement (COA)	

Associated Program	Film/TV: Animation	
Award Type	Certificate of Achievement (COA)	

Associated Program	Film/TV: Animation (In Development)	
Award Type	Associate in Arts (A.A.) Degree	

Associated Program	Film/TV: Animation (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 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	2.5	2.5
	Lecture Hours - Out of Class	5	5
	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	108	108
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60
	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	48	48
	Total - Course Out-of-Class Hours	60	60
	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.

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	90	90
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	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	
Methods of Instruction	Lecture and visual aids Collaborative projects Homework and extended projects Discussion and problem solving performed in class Quiz and examination review performed in class Frame-by-frame analysis of professional work In-class exploration of Internet sites Critique of student production work Field trips Guest speakers	**Methods of Instruction**	Lecture and visual aids Collaborative projects Homework and extended projects Discussion and problem solving performed in class Quiz and examination review performed in class Frame-by-frame analysis of professional work In-class exploration of Internet sites Critique of student production work Field trips Guest speakers

Assignments

Current Version	Proposed Version
1. Design and animate a sequence synced to music. 2. Design and produce background, Foley, and dialog tracks. 3. Animate a character acting with lip sync to a short voice track.	1. Design and animate a sequence synced to music. 2. Design and produce background, Foley, and dialog tracks. 3. Animate a character acting with lip sync to a short voice track.

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. Project demonstrating student's ability to analyze a music track, map the timing of beats to frames, and use the map to plan and execute an animation synced to the music. 2. Project evaluating student's ability to apply sound design, sound recording, and sound mixing techniques, through the creation of a layered soundtrack with ambience, dialog, music and sound effects. 3. Midterm quiz evaluating student's comprehension of concepts, terminology, and techniques. 4. Final project demonstrating student's ability to analyze a recorded vocal performance, and animate a character acting with lip sync to it.	**Methods of Evaluation**	1. Project demonstrating student's ability to analyze a music track, map the timing of beats to frames, and use the map to plan and execute an animation synced to the music. 2. Project evaluating student's ability to apply sound design, sound recording, and sound mixing techniques, through the creation of a layered soundtrack with ambience, dialog, music and sound effects. 3. Midterm quiz evaluating student's comprehension of concepts, terminology, and techniques. 4. Final project demonstrating student's ability to analyze a recorded vocal performance, and animate a character acting with lip sync to it.

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • Classroom with A/V equipment and digital projection; sound studio with facilities for recording high-quality voice and effects tracks; computer lab with 30 workstations equipped with high-end graphics cards, editing software, and animation software; 30 digital drawing input devices; facilities for capturing and testing hand-drawn animation on paper	**Essential Student Materials:** • None. **Essential College Facilities:** • Classroom with A/V equipment and digital projection; sound studio with facilities for recording high-quality voice and effects tracks; computer lab with 30 workstations equipped with high-end graphics cards, editing software, and animation software; 30 digital drawing input devices; facilities for capturing and testing hand-drawn animation on paper • Streaming services such as the De Anza College Library's Kanopy and Films on Demand, as well as licensing agreements with Swank Motion Pictures, Inc. • Access to Adobe Creative Cloud software in the classroom, as well as student licenses for at-home use during the quarter

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**	**Title** — No value	**Title** — The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators
		Author — Williams, Richard. "The Animator's Survival Kit". Faber & Faber. 4th Edition. 2012	**Author** — Williams, Richard
		Publisher — No value	**Publisher** — Farrar, Straus and Giroux
		Date/Edition — No value	**Date/Edition** — Fourth Edition, Revised (September 25, 2012)
		ISBN — No value	**ISBN** — 086547897X
		Title — No value	**Title** — Designing Sound for Animation
		Author — Beauchamp, Robin. "Designing Sound for Animation". Focal Press. 2nd Edition. 2013.	**Author** — Beauchamp, Robin
		Publisher — No value	**Publisher** — CRC Press
		Date/Edition — No value	**Date/Edition** — 2nd edition (March 20, 2013)
		ISBN — No value	**ISBN** — 0240824989
			Title — Sound Design for Film
			Author — Harrison, Tim
			Publisher — The Crowood Press
			Date/Edition — (August 10, 2021)
			ISBN — 1785009141

Changed	Field	Current Version	Proposed Version
	Title		Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema
	Author		Sonnenschein, David
	Publisher		Michael Wiese Productions
	Date/Edition		1st edition (November 1, 2001)
	ISBN		0941188264
	Title		Drawn to Sound. Animation Film Music and Sonicity (GENRE, MUSIC AND SOUND)
	Author		Coyle, Rebecca
	Publisher		Equinox Publishing
	Date/Edition		(December 31, 2009)
	ISBN		1845553534

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Suggested Reading List (Current Version):

Reading List	Wright, Steve. "Compositing Visual Effects." MA: Focal Press Elsevier, 2008
May include, but are not limited to	No value

Reading List	Davis, Richard. "Complete Guide to Film Scoring". Berklee, 2000.
May include, but are not limited to	No value

Reading List	Karlin, Fred and Wright, Raymond. "On the Track". 2nd Edition. Routledge, 2004.
May include, but are not limited to	No value

Reading List	Lustig, Milton. "Music Editing for Motion Pictures". New York: Hastings House, 1980.

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Nisbett, Alex. "Sound Studio: Audio Techniques for Radio, Television, Film and Recording". 7th edition. Focal Press, 2003.	
	May include, but are not limited to	No value	
	Reading List	Sonnenschein, David. "Sound Design: The Expressive Power of Music, Voice and Sound Effects in Cinema". Michael Wiese Productions, 2001.	
	May include, but are not limited to	No value	
	Reading List	Coyle, Rebecca. "Drawn to Sound: Animation Music & Sonicity (Genre, Music and Sound)". Equinox Publishing, 2010.	

Changed	Field	Current Version	Proposed Version

May include, but are not limited to
No value

Reading List
Goldberg, Eric. "Character Animation Crash Course!" Silman-James Press, 2008.

May include, but are not limited to
No value

Reading List
Webster, Chris. "Animation the Mechanics of Motion." MA: Focal Press, 2008.

May include, but are not limited to
No value

Reading List
Woodhall, Woody. "Audio Production and Post-Production". Jones & Bartlett, 2011.

May include, but are not limited to
No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Identify, examine, and evaluate the uses of sound for animation. - Identify and apply techniques necessary to create animation synced to a music track. - Identify and apply techniques necessary to create an animated character performing to a voice track. - Apply sound design, sound recording, and sound mixing techniques in the creation of soundtracks. - Apply digital editing techniques to create videos of animation with synced sound.	- Identify, examine, and evaluate the uses of sound for animation. - Identify and apply techniques necessary to create animation synced to a music track. - Identify and apply techniques necessary to create an animated character performing to a voice track. - Apply sound design, sound recording, and sound mixing techniques in the creation of soundtracks. - Apply digital editing techniques to create videos of animation with synced sound.

CSLOs

CSLOs	Design and edit soundtracks for animated films, containing effects ambiences and atmospheric musical scores.
Expected SLO Performance	0.0

CSLOs	Design and edit soundtracks for animated films, containing effects ambiences and atmospheric musical scores.
Expected SLO Performance	0.0

CSLOs	Synchronize voice tracks to animated characters and edit music cues to animated sequences.
Expected SLO Performance	0.0

CSLOs	Synchronize voice tracks to animated characters and edit music cues to animated sequences.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Identify, examine, and evaluate the uses of sound for animation. 1. Define space 2. Create environment 3. Emphasize action 4. Set pace 5. Symbolize meaning 6. Evoke mood and feeling 7. Ambience, dialog, and Foley 2. Identify and apply techniques necessary to create animation synced to a music track. 1. Timing and spacing of visual beats 2. Analysis of music track 3. Bar sheets. 3. Identify and apply techniques necessary to create an animated character performing to a voice track. 1. Analyze voice acting. 2. Timing with exposure sheet. 3. Accents. 4. Thumbnails. 5. Pose to pose blocking. 6. Full-body acting 7. Mouth Poses 8. Staging dialog 4. Apply sound design, sound recording, and sound mixing techniques in the creation of soundtracks. 1. Use of sound recording and re-recording equipment. 2. Design and perform Foley and ADR 3. Editing and processing audio 4. Digital audio formats 5. Pre-recorded SFX libraries 6. Pre-mixing dialog, music, and sound effects 5. Apply digital editing techniques to create videos of animation	1. Identify, examine, and evaluate the uses of sound for animation. 1. Define space 2. Create environment 3. Emphasize action 4. Set pace 5. Symbolize meaning 6. Evoke mood and feeling 7. Ambience, dialog, and Foley 2. Identify and apply techniques necessary to create animation synced to a music track. 1. Timing and spacing of visual beats 2. Analysis of music track 3. Bar sheets. 3. Identify and apply techniques necessary to create an animated character performing to a voice track. 1. Analyze voice acting. 2. Timing with exposure sheet. 3. Accents. 4. Thumbnails. 5. Pose to pose blocking. 6. Full-body acting 7. Mouth Poses 8. Staging dialog 4. Apply sound design, sound recording, and sound mixing techniques in the creation of soundtracks. 1. Use of sound recording and re-recording equipment. 2. Design and perform Foley and ADR 3. Editing and processing audio 4. Digital audio formats 5. Pre-recorded SFX libraries 6. Pre-mixing dialog, music, and sound effects 5. Apply digital editing techniques to create videos of animation

Changed	Field	Current Version	Proposed Version
		with synced sound. 1. Digital video formats 2. Syncing sound and picture	with synced sound. 1. Digital video formats 2. Syncing sound and picture
	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Foley and voice recording 2. Voice track analysis and exposure sheet 3. Music track analysis and bar sheet 4. Acting and performance	1. Foley and voice recording 2. Voice track analysis and exposure sheet 3. Music track analysis and bar sheet 4. Acting and performance

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	F/TV D067A	F/TV D067A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	F/TV D020.	F/TV D020.
	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**	2CA	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2019	No Value
❗	**Effective Quarter**	Fall	No Value
❗	**Effective Year (2021)**	2019	No Value
	Sort ID (00 < 10; 0 < 100)	F/TV 068A	F/TV 068A
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	F/TV	No Value
❗	**Course Level**	DU	No Value
❗	**College Code**	DA	No Value
	Course Characteristics	CTE	CTE

Changed	Questions	Current Version	Proposed Version
	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).)**	Two and one-half hours lecture, one and one-half hours laboratory (48 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**	231011	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	060420	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	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	CSU Long Beach, CINE 307 - Production Sound. Course Description: A creative and technical introduction to recording and managing audio for media productions. Microphones, audio recorders and other professional audio equipment are introduced and utilized as students learn how audio is properly captured during various production situations.

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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

D-Matrix Form

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

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 and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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

Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
3-7	Basic		Required	G matrix needs to be filled out and attached for prerequisite	Y

Changed	Questions	Current Version	Proposed Version
	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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	F/TVD068A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000556455

Articulation

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

De Anza College
Change Report
04/04/2025

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

Section	Changed field
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?
Cross-listed Course	Is this a cross-listed course?
UC Transferable and/or Lower-Division Major Requirement	Will the course be UC transferable?
UC Transferable and/or Lower-Division Major Requirement	Will the course fulfill a UC/CSU lower-division major requirement?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• eLumenData, eLumenData	• Mark Hamer
	Course ID (CB01A and CB01B)	F/TVD070A	F/TVD070A
	Course Control Number	CCC000556458	CCC000556458
	Course Title (CB02)	The Storyboard and Visual Development for Animation	The Storyboard and Visual Development for Animation
	Short Course Title	STORYBOARD/VIS DEV FOR ANIM	STORYBOARD/VIS DEV FOR ANIM
	TOP Code (CB03)	0614.40	0614.40 Animation
	CIP Code	Animation, Interactive Technology, Video Graphics and Special Effects	10.0304 Animation, Interactive Technology, Video Graphics and Special Effects
	Department	F/TV - Film and TV Prod.	F/TV - Film and TV Prod.
❗	**Effective Term**	Fall 2021	Fall ~~2021~~ 2026
	SAM Priority Code (CB09)	Clearly Occupational	Clearly Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	Techniques of animation pre-production as applied to story development, character design, storyboards, environment, and prop design, with application to both digital and traditional rendering techniques.	~~Techniques~~ This course covers techniques of animation pre-production as applied to story development, character design, storyboards, environment, and prop ~~design,~~ design. The coursework includes in-class analysis, discussion, exercises and assignments to learn and apply these techniques, with an application to both digital and traditional rendering techniques.
❗	**Course Type (CB27)**	No value	• Lower Division
❗	**Mode of Delivery**	• NA	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Mass Communication
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - FILM/TV

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is CSU transferable. It is part of the AA Degree in Film/Television: Animation, as well as the CTE program in Animation. This course teaches basic animation techniques and meets student demand in film and video production skill-sets.	This ~~CTE~~ course is transferable to the CSU ~~transferable. It~~ system and belongs on the Film/TV: Animation Associate of Arts degree. The student will concentrate on techniques of animation pre-production as applied to story development, character design, storyboards, environment and prop design. This course is part of the ~~AA Degree in Film/Television: Animation, as well as~~ CTE mission of the ~~CTE program in Animation. This course teaches basic animation techniques~~ Film/Television department and ~~meets student demand in film and video production skill-sets.~~ helps provide students with the practical skills to enter the workforce as a media-making artist.

Foothill Equivalency

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

Cross-listed Course

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

More Options

Changed	Field	Current Version	Proposed Version
	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	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program

Associated Program	Film, Television, and Electronic Media for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Film, Television, and Electronic Media for Transfer
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Film, Television, and Electronic Media for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Film, Television, and Electronic Media for Transfer (In Development)
Award Type	Associate in Science for Transfer (A.S.-T.) Degree

Associated Program	Film/TV: Animation
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Animation
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Animation
Award Type	Certificate of Achievement (COA)

Associated Program	Film/TV: Animation
Award Type	Certificate of Achievement (COA)

Associated Program	Film/TV: Animation (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Animation (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production
Award Type	Associate in Arts (A.A.) Degree

Changed	Field	Current Version	Proposed Version

Associated Program	Film/TV: Production	**Associated Program**	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)	**Award Type**	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production (In Development)	**Associated Program**	Film/TV: Production (In Development)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production (In Development)	**Associated Program**	Film/TV: Production (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)	**Award Type**	Certificate of Achievement-Advanced (COA-A)

Associated Program	Illustration (In Development)	**Associated Program**	Illustration (In Development)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Associated Program	Illustration (In Development)	**Associated Program**	Illustration (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)	**Award Type**	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

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

Changed	Field	Current Version	Proposed Version
	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	2.5	2.5
	Lecture Hours - Out of Class	5	5
	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

Changed	Field	Current Version	Proposed Version
	Hours per unit divisor	36	36
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60
	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	48	48
	Total - Course Out-of-Class Hours	60	60

Changed	Field	Current Version	Proposed Version
	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	90	90
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	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** Methods of Instruction

		Methods of Instruction	Lecture and visual aids

Current Version — Methods of Instruction:

Lecture and visual aids
Critique of student production work
Collaborative projects
Frame-by-frame analysis of professional work
Discussion of assigned reading
Discussion and problem solving performed in class
In-class exploration of Internet sites
Field trips
Guest speakers

Proposed Version — Methods of Instruction:

Lecture and visual aids
Critique of student production work
Collaborative projects
Frame-by-frame analysis of professional work
Discussion of assigned reading
Discussion and problem solving performed in class
In-class exploration of Internet sites
Field trips
Guest speakers

Assignments

Current Version:
1. Drawing and design exercises to produce model sheets of original characters and props
2. Drawing and design exercises to produce original environment concept art.
3. Create an original storyboard using principles of cinematography and visual storytelling

Proposed Version:
1. Drawing and design exercises to produce model sheets of original characters and props
2. Drawing and design exercises to produce original environment concept art.
3. Create an original storyboard using principles of cinematography and visual storytelling

Changed	Field	Current Version	Proposed Version

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

<table>
<tr><td>**Methods of Evaluation**</td><td></td><td></td><td>**Methods of Evaluation**</td><td>Methods of Evaluation</td></tr>
<tr><td>**Methods of Evaluation**</td><td>1. Model sheets demonstrating the student's ability to design unique props and appealing characters suitable for animation. The assignment will require usage of contrast, strong posing, figure construction, personality, and facial expressions.
2. Environment concept art demonstrating the student's ability to create spatial depth using staging, color, tone, and camera effects.
3. The final project will be a presentation-quality storyboard demonstrating the student's ability to tell a story using the principles of cinematography and visual storytelling.</td><td></td><td>**Methods of Evaluation**</td><td>1. Model sheets demonstrating the student's ability to design unique props and appealing characters suitable for animation. The assignment will require usage of contrast, strong posing, figure construction, personality, and facial expressions.
2. Environment concept art demonstrating the student's ability to create spatial depth using staging, color, tone, and camera effects.
3. The final project will be a presentation-quality storyboard demonstrating the student's ability to tell a story using the principles of cinematography and visual storytelling.</td></tr>
</table>

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Materials for drawing, paper, colored pencils, erasers, and other art materials selected by students • Personal media storage device for backing up and transporting digital files **Essential College Facilities:** • Computer lab with workstations equipped with digital drawing software; digital drawing input devices; large bulletin board; drawing tables; high-resolution flatbed scanner	**Essential Student Materials:** • Materials for drawing, paper, colored pencils, erasers, and other art materials selected by students • Personal media storage device for backing up and transporting digital files **Essential College Facilities:** • Computer lab with workstations equipped with digital drawing software; digital drawing input devices; large bulletin board; drawing tables; high-resolution flatbed scanner • Streaming services such as the De Anza College Library's Kanopy and Films on Demand, as well as licensing agreements with Swank Motion Pictures, Inc. • Access to Adobe Creative Cloud software in the classroom, as well as student licenses for at-home use during the quarter

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**		

Title	No value
Author	Begleiter, Marcie. "From Word to Image: Storyboarding and the Filmmaking Process". 2nd Edition. Michael Wiese Productions, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Bluth, Don. "Don Bluth's Art of Storyboard". DH Press, 2004.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Glebas, Francis. "Directing the Story: Professional Storytelling and Storyboarding Techniques for Live Action and Animation." MA: Focal Press, 2012
Publisher	No value
Date/Edition	No value

Title	Prepare to Board! Creating Story and Characters for Animated Features and Shorts: Creating Story and Characters for Animated Features and Shorts
Author	Beiman, Nancy
Publisher	CRC Press
Date/Edition	3rd edition (June 12, 2017)
ISBN	1498797008

Title	Animated Storytelling
Author	Blazer, Liz
Publisher	Peachpit Press
Date/Edition	2nd edition (August 13, 2019)
ISBN	0135667852

Title	Directing the Story: Professional Storytelling and Storyboarding Techniques for Live Action and Animation
Author	Glebas, Francis
Publisher	Routledge
Date/Edition	1st edition (October 9, 2008)

Changed	Field	Current Version	Proposed Version

| | **ISBN** | No value | **ISBN** | 0240810767 |

Title	No value
Author	Cooper, Pat and Dancyger, "Writing the Short Film". 3rd edition. MA: Focal Press, 2012
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Professional Storyboarding: Rules of Thumb
Author	Jew, Anson & Paez, Sergio
Publisher	Routledge
Date/Edition	1st edition (December 21, 2012)
ISBN	0240817702

Title	No value
Author	Block, Bruce. "The Visual Story". 2nd Edition. MA: Focal Press, 2008
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Cinematics Storyboard Workshop: Filmmaking Essentials for the Entry-Level Storyboard Artist
Author	Davidson, Gregg
Publisher	Design Studio Press
Date/Edition	3rd edition (July 19, 2019)
ISBN	1624650414

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Beiman, Nancy. "Prepare to Board! Creating Story and Characters for Animated Features and Shorts". 2nd Edition. MA: Focal Press, 2012.
May include, but are not limited to	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine and identify animation pre-production techniques used for developing a cinematic visual story. • Examine and apply design principles necessary for creating original props and characters suitable for animation. • Produce original character and prop model sheets using traditional and digital drawing techniques. • Apply cinematic design principles to create spatial depth in original works of environment concept art. • Apply principles of cinematography and visual storytelling to produce an original storyboard. • Examine the vocational opportunities in the field of storyboard artist/art director.	• Examine and identify animation pre-production techniques used for developing a cinematic visual story. • Examine and apply design principles necessary for creating original props and characters suitable for animation. • Produce original character and prop model sheets using traditional and digital drawing techniques. • Apply cinematic design principles to create spatial depth in original works of environment concept art. • Apply principles of cinematography and visual storytelling to produce an original storyboard. • Examine the vocational opportunities in the field of storyboard artist/art director.

Changed	Field	Current Version	Proposed Version
	CSLOs		

CSLOs	Apply principles of cinematography and visual storytelling using storyboard panels.
Expected SLO Performance	0.0

CSLOs	Apply principles of cinematography and visual storytelling using storyboard panels.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Examine and identify animation pre-production techniques used for developing a cinematic visual story. 1. Story function 2. Narrative structure, back story and plot 3. Situation and character driven stories 4. Research and visual aids 5. Perspective and staging 6. Framing and composition 7. Function and movement for story 8. Art direction and storytelling 2. Examine and apply design principles necessary for creating original props and characters suitable for animation. 1. Character biography 2. Drawing for readibility 3. Silhouettes 4. Foundation shapes 5. Scale and contrast 6. Tonal sketches 7. Gestures and body language 8. Facial performance, emotions and moods 9. Props and character personality 10. Model sheets and thumbnails 3. Produce original character and prop model sheets using traditional and digital drawing techniques. 1. Scanning artwork 2. Digital drawing tools 3. Using a grid 4. Color symbolism 5. Digital brushes and filters 6. Digital painting 7. Painting with layers 4. Apply cinematic design principles to create spatial depth	1. Examine and identify animation pre-production techniques used for developing a cinematic visual story. 1. Story function 2. Narrative structure, back story and plot 3. Situation and character driven stories 4. Research and visual aids 5. Perspective and staging 6. Framing and composition 7. Function and movement for story 8. Art direction and storytelling 2. Examine and apply design principles necessary for creating original props and characters suitable for animation. 1. Character biography 2. Drawing for readibility 3. Silhouettes 4. Foundation shapes 5. Scale and contrast 6. Tonal sketches 7. Gestures and body language 8. Facial performance, emotions and moods 9. Props and character personality 10. Model sheets and thumbnails 3. Produce original character and prop model sheets using traditional and digital drawing techniques. 1. Scanning artwork 2. Digital drawing tools 3. Using a grid 4. Color symbolism 5. Digital brushes and filters 6. Digital painting 7. Painting with layers 4. Apply cinematic design principles to create spatial depth

Changed	Field	Current Version	Proposed Version

		in original works of environment concept art.
		  1. Lighting effects, shadows and mood
		  2. Camera framing
		  3. POV
		  4. Location and color
		  5. Foreground, mid-ground, background
		  6. Camera lens effects
		5. Apply principles of cinematography and visual storytelling to produce an original storyboard.
		  1. Composition and spatial connections
		  2. Drawing camera moves and transitions
		  3. Staging and posing
		  4. Story beats
		  5. Editing, temporal connections, continuity
		6. Examine the vocational opportunities in the field of storyboard artist/art director.
		  1. Build a portfolio suitable for a position as a storyboard artist.
		  2. Tips and advice from professional storyboard artists.
			in original works of environment concept art.
			  1. Lighting effects, shadows and mood
			  2. Camera framing
			  3. POV
			  4. Location and color
			  5. Foreground, mid-ground, background
			  6. Camera lens effects
			5. Apply principles of cinematography and visual storytelling to produce an original storyboard.
			  1. Composition and spatial connections
			  2. Drawing camera moves and transitions
			  3. Staging and posing
			  4. Story beats
			  5. Editing, temporal connections, continuity
			6. Examine the vocational opportunities in the field of storyboard artist/art director.
			  1. Build a portfolio suitable for a position as a storyboard artist.
			  2. Tips and advice from professional storyboard artists.

	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Digitizing and layouts 2. Compositing and layers 3. Digital drawing and painting	1. Digitizing and layouts 2. Compositing and layers 3. Digital drawing and painting

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Corequisite(s):	No Value	No Value
	Advisory(ies):	No Value	No Value
	Advisory(ies) - Other:	F/TV D067A	F/TV D067A
	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**	2CA	No Value
❗	**Catalog Term (21-22)**	21-22	No Value
❗	**5 Year Revision Year (2021)**	2019	No Value
❗	**Effective Quarter**	Fall	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Effective Year (2021)**	2019	No Value
	Sort ID (00 < 10; 0 < 100)	F/TV 070A	F/TV 070A
	Course Status	Non-substantial	Non-substantial
❗	**Course Status Code**	A	No Value
❗	**Banner Department**	F/TV	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
❗	**Hours Statement (Three hours lecture, three hours laboratory (72 hours total per quarter).)**	Two and one-half hours lecture, one and one-half hours laboratory (48 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**	231011	No Value
❗	**Account Code**	1320	No Value
❗	**Program Code**	060420	No Value
❗	**Percent**	100	No Value
	Curriculum Office Notes	No Value	No Value
❗	**Print/No Print to Catalog**	Yes	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	CSU Long Beach, ART 472 - Storyboarding for Film and Television. Course Description: Storyboarding for television and feature films application. Focus on sequential structure of film including pacing and continuity related to storytelling. Discussion of camera movement, uses of storyboards. Emphasis on drawing skills needed to visually communicate ideas for entertainment industry.
	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

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

Changed	Questions	Current Version	Proposed Version
	Objective 2: Develop analytical ideas and topics for essays.	No Value	No Value
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	No Value
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	No Value
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	No Value
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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

D-Matrix Form

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

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 and is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix and is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

Comments

Changed	Questions	Current Version	Proposed Version				
	Stage 2: Department Chair	No Value	No Value				
❶	**Stage 3: Division Curriculum Representative**	No Value	**Date**	**Tab**	**Part-Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			3-7	Basic		Required	G matrix needs to be filled out and attached for prerequisite / advisory list book within the last four years	Y
			3-7	Specifications		Suggested		Y
	Stage 4: Division Dean	No Value	No Value				

Changed	Questions	Current Version	Proposed Version
	Stage 5: SLO Coordinator	No Value	No Value
	Stage 7: Content Review Matrix Liaison	No Value	No Value
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	F/TVD070A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Aug 31, 2024 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000556458

Articulation

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

Change Report
04/17/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
A-Matrix Form	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.
A-Matrix Form	Objective 2: Compose essays drawn from personal experience and assigned texts.
A-Matrix Form	Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.
A-Matrix Form	Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.
F-Matrix Form	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.
F-Matrix Form	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.

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
CO	Hybrid Approval Date (MM/DD/YYYY)

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Sohini Dutt

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	GEOD001.	GEOD001.
	Course Control Number	CCC000304244	CCC000304244
	Course Title (CB02)	Physical Geography	Physical Geography
	Short Course Title	PHYSICAL GEOGRAPHY	PHYSICAL GEOGRAPHY
	TOP Code (CB03)	2206.00	2206.00 Geography
	CIP Code	Geography.	45.0701 Geography.
	Department	GEO - Geography	GEO - Geography
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	An introduction to the basic physical elements of geography and the diverse physical environment in which we live. Topics include the global patterns of weather and climate, landforms, soils and vegetation along with human modification of natural environments. The geographic tools used to explore these topics include maps, GPS, remote sensing and Geographic Information Systems (GIS).	~~An~~ This course provides an introduction to the basic physical elements of geography and the diverse physical environment in which we ~~live.~~ ~~Topics~~ live. Topics include the global patterns of weather and climate, landforms, soils and vegetation along with human modification of natural environments. The geographic tools used to explore these topics include maps, GPS, remote sensing and Geographic Information Systems ~~(GIS).~~ (GIS).
	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	• Geography
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	FSA	No value	• FHDA FSA - GEOGRAPHY

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC. It belongs on the A.A. degree Liberal Arts. It introduces students to the diversity of earth's physical processes to enable them to analyze the interdependence of natural systems and human civilizations.	This course meets a general education requirement for De Anza and Cal-GETC. It belongs on the A.A. degree Liberal Arts. It introduces students to the diversity of earth's physical processes to enable them to analyze the interdependence of natural systems and human civilizations.

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 course leads students through a systematic exploration of the workings and interactions of the physical processes that shape planet earth's environment. Students use the fundamental geographic approach of spatial analysis to discover how natural systems are impacted by human civilizations as they investigate weather, climate, water, landforms, soils, living organisms and the Earth itself.	The course leads students through a systematic exploration of the workings and interactions of the physical processes that shape planet earth's environment. Students use the fundamental geographic approach of spatial analysis to discover how natural systems are impacted by human civilizations as they investigate weather, climate, water, landforms, soils, living organisms and the Earth itself.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is not a basic skills course.	Course is not a basic skills course.
	Course Prior To College Level	Not applicable.	Not applicable.

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	

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program

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

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

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

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

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

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

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

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

Associated Program	Global Studies
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Global Studies
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Global Studies (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 for Transfer

Associated Program	Global Studies for Transfer

Changed	Field	Current Version	Proposed Version

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

| | **Associated Program** | Global Studies for Transfer (In Development) | **Associated Program** | Global Studies for Transfer (In Development) |
| | **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree | **Award Type** | Associate in Arts for Transfer (A.A.-T.) Degree |

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

| | **Associated Program** | IGETC (In Development) | **Associated Program** | IGETC (In Development) |
| | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | **Associated Program** | Liberal Arts (Science, Math and Engineering Emphasis) | **Associated Program** | Liberal Arts (Science, Math and Engineering Emphasis) |
| | **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |

| | **Associated Program** | Liberal Arts (Science, Math and Engineering Emphasis) (In Development) | **Associated Program** | Liberal Arts (Science, Math and Engineering Emphasis) (In Development) |
| | **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |

Changed	Field	Current Version	Proposed Version

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis)	**Associated Program**	Liberal Arts (Social and Behavioral Sciences Emphasis)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)	**Associated Program**	Liberal Arts (Social and Behavioral Sciences Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information		

System/Institution	C-ID
Area(s)	• GEOG - Approved.
-	C-ID GEOG 110

System/Institution	C-ID
Area(s)	• GEOG - Approved.
-	C-ID GEOG 110

System/Institution	Cal-GETC
Area(s)	• CA5A - Approved.
-	No value

System/Institution	Cal-GETC
Area(s)	• CA5A - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G5X - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G5X - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

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

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.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	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** Methods of Instruction
		Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Discussion and writing about film/video clips Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Guest speakers	**Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Discussion and writing about film/video clips Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Guest speakers

Changed	Field	Current Version	Proposed Version
	Assignments	1. Daily reading from a college level text. 2. Written and oral assignments involving problem solving, map/diagram based questions, internet-based exercises and essay questions. Exercises are based on readings (from the textbook, journals and the internet) and class discussions involving application of concepts studied in class. Examples of topics include time zone calculations, latitude and longitudes, map scale and projections, weather elements (such as temperature, pressure, humidity, and winds), storms (thunderstorms, mid-latitude cyclones, hurricanes and tornadoes), climate zones and vegetation, plate tectonics (including folding, faulting, volcanism and earthquakes), types of rocks, weathering and landforms (effects of running water, winds, glaciers, wind and waves). 3. Research and/or analytical papers on issues about the physical environment. Examples of topics include: the greenhouse effect and global warming, acid rain, ozone depletion, desertification, deforestation, groundwater depletion, and earthquake hazards in densely populated areas. The student will critically analyze the perceived problem, and come to some conclusion as to the short and/or long-term effect on the future of human life, or a particular area. The research should also lead to suggest possible solutions to the problem (alternative actions for the future).	1. Daily reading from a college level text. 2. Written and oral assignments involving problem solving, map/diagram based questions, internet-based exercises and essay questions. Exercises are based on readings (from the textbook, journals and the internet) and class discussions involving application of concepts studied in class. Examples of topics include time zone calculations, latitude and longitudes, map scale and projections, weather elements (such as temperature, pressure, humidity, and winds), storms (thunderstorms, mid-latitude cyclones, hurricanes and tornadoes), climate zones and vegetation, plate tectonics (including folding, faulting, volcanism and earthquakes), types of rocks, weathering and landforms (effects of running water, winds, glaciers, wind and waves). 3. Research and/or analytical papers on issues about the physical environment. Examples of topics include: the greenhouse effect and global warming, acid rain, ozone depletion, desertification, deforestation, groundwater depletion, and earthquake hazards in densely populated areas. The student will critically analyze the perceived problem, and come to some conclusion as to the short and/or long-term effect on the future of human life, or a particular area. The research should also lead to suggest possible solutions to the problem (alternative actions for the future).

Changed	Field	Current Version	Proposed Version

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

Changed	Field	Current Version		Proposed Version	
		Methods of Evaluation	1. Written and oral assignments on designated topics to be evaluated based on the extent of mastery of course objectives. 2. Quizzes, mid-term exam/s, and one final exam including objective, short-answer, essay and map/graph related questions to be evaluated based on ability to summarize, integrate, interpret and critically analyze information and concepts examined throughout the course. 3. Research and/or analytical paper(s) to be evaluated based on extent of mastery of course objectives. 4. Participation in classroom discussions with individual and/or group oral presentations	**Methods of Evaluation**	1. Written and oral assignments on designated topics to be evaluated based on the extent of mastery of course objectives. 2. Quizzes, mid-term exam/s, and one final exam including objective, short-answer, essay and map/graph related questions to be evaluated based on ability to summarize, integrate, interpret and critically analyze information and concepts examined throughout the course. 3. Research and/or analytical paper(s) to be evaluated based on extent of mastery of course objectives. 4. Participation in classroom discussions with individual and/or group oral presentations

Changed	Field	Current Version	Proposed Version
		demonstrating comprehension, analyses and application of concepts.	demonstrating comprehension, analyses and application of concepts.
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • None. **Essential College Facilities:** • 16 inch globe, wall maps and DVDs related to course content	**Essential Student Materials:** • None **Essential College Facilities:** • 16 inch globe, wall maps and DVDs related to course content

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**		

Title	No value
Author	Christopherson, Robert W. and Ginger Birkeland. "Elemental Geosystems." 9th ed. New York: Pearson, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Hess, Darrel and Dennis Tasa. "McKnight's Physical Geography: A Landscape Appreciation." 12th ed. New York: Pearson, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Mason, Joseph A.; James Burt, Peter Muller and Harm de Blij. "Physical Geography, The Global Environment." 5th ed. Oxford: Oxford University Press, 2015.

Title	Elemental Geosystems
Author	Christopherson, Robert W. and Ginger Birkeland.
Publisher	Pearson , New York
Date/Edition	2020 / 9th ed.
ISBN	9780135213100

Title	McKnight's Physical Geography: A Landscape Appreciation
Author	Hess, Darrel and Dennis Tasa.
Publisher	Pearson
Date/Edition	2021 / 13th ed.
ISBN	9780135800256

Title	Exploring Physical Geography
Author	Stephen Reynolds, Robert Rohli, Julia Johnson, Peter Waylen and Mark Francek.
Publisher	McGraw Hill, New York
Date/Edition	2020 / 3rd ed.
ISBN	978-1260364996

Title	Living Physical Geography Digital Update

Changed	Field	Current Version	Proposed Version

	Publisher	No value	**Author**	Bruce Gervais
	Date/Edition	No value	**Publisher**	W. H. Freeman , New York
	ISBN	No value	**Date/Edition**	2024, 2nd Ed Update
			ISBN	978-1319322236

Title No value

Author Petersen, James; Dorothy Sack and Robert E. Gabler. "Fundamentals of Physical Geography." 2nd ed. New York: Cengage, 2015.

Publisher No value

Date/Edition No value

ISBN No value

Title Physical Geography

Author James F. Petersen, Dorothy Sack, Robert E. Gabler

Publisher Cengage Learning

Date/Edition 2022 / 12th Ed.

ISBN 9780357142448

Title No value

Author Strahler, Alan. "Introducing Physical Geography." 6th ed. New Jersey: Wiley, 2013.

Publisher No value

Date/Edition No value

ISBN No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Abbott, Patrick Leon. "Natural Disasters." 10th ed. New York: McGraw Hill, 2017.
May include, but are not limited to	No value

Reading List	Aguado E. and James Burt. "Understanding Weather and Climate." 7th ed. New York: Pearson, 2017.
May include, but are not limited to	No value

Reading List	Arbogast, Alan F. "Discovering Physical Geography." 2nd ed. New Jersey: Wiley, 2013.
May include, but are not limited to	No value

Reading List	Archer, David. "Global Warming, Understanding the Forecast." 2nd ed. New Jersey: Wiley, 2012.

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Aspinall, Richard (ed). "Geography of Climate Change." New York: Routledge, 2012.	
	May include, but are not limited to	No value	
	Reading List	Christopherson, Robert W. and Ginger Birkeland. "Geosystems: An Introduction to Physical Geography." 10th ed. New York: Pearson, 2018.	
	May include, but are not limited to	No value	
	Reading List	Christopherson, Robert W., Stephen Cunha, Charles E. Thomsen and Ginger Birkeland. "Geosystems Core." New York: Pearson, 2017.	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Dressler, Andrew. "Introduction to Modern Climate Change." 2nd ed. Cambridge: Cambridge University Press, 2016.	
	May include, but are not limited to	No value	
	Reading List	Eldridge, Moores M. and Robert J. Twiss. "Tectonics." Long Grove, IL: Waveland Press, 2014.	
	May include, but are not limited to	No value	
	Reading List	Foresman, Timothy and Alan H. Strahler. "Visualizing Physical Geography." 2nd ed. New Jersey: Wiley, 2012.	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Garfield, Simon. "On the Map: A Mind-Expanding Exploration of the Way the World Looks." New York: Gotham Press, 2012.	
	May include, but are not limited to	No value	
	Reading List	Goudie, Andrew S. "The Human Impact on the Natural Environment: Past, Present, and Future." 7th ed. Oxford: Wiley-Blackwell, 2013.	
	May include, but are not limited to	No value	
	Reading List	Jensen, John R. "Introductory Digital Image Processing: A Remote Sensing Perspective." 4th ed. New York: Pearson, 2016.	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Jensen, John R. "Introductory Geographic Information Systems." New York: Pearson, 2013.	
	May include, but are not limited to	No value	
	Reading List	Kearey, Philip; Keith A. Klepeis and Frederick J. Vine. "Global Tectonics." 3rd ed. Oxford: Wiley-Blackwell, 2009.	
	May include, but are not limited to	No value	
	Reading List	Keller, Edward A. and Duane E. DiVecchio. "Earth Processes as Hazards, Disasters and Catastrophes." 4th ed. New York: Prentice Hall, 2014.	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Lutgens, Frederick K.; Edward J. Tarbuck and Dennis G. Tasa. "The Atmosphere: An Introduction to Meteorology." 13th ed. New York: Pearson, 2015.	
	May include, but are not limited to	No value	
	Reading List	Mann, Michael E. and Lee R. Kump. "Dire Predictions: Understanding Climate Change." 2nd ed. Pearson: 2016.	
	May include, but are not limited to	No value	
	Reading List	Monmonier, Mark. "Air Apparent: How Meteorologists Learned to Map, Predict, and Dramatize Weather." Chicago: University of Chicago Press, 2000.	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Monmonier, Mark and H. J. de Blij. "How to Lie with Maps." 2nd ed. Chicago: University Of Chicago Press, 1996.	
	May include, but are not limited to	No value	
	Reading List	Penna, Anthony N. and Jennifer S. Rivers. "Natural Disasters in a Global Environment." Oxford: Wiley-Blackwell, 2013.	
	May include, but are not limited to	No value	
	Reading List	Petersen, James; Dorothy Sack and Robert E. Gabler. "Physical Geography." New York: Cengage, 2017.	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Rand McNally. "Goode's World Atlas." 23rd ed. New York: Pearson, 2017.	
	May include, but are not limited to	No value	
	Reading List	Reynolds, Stephen; Robert Rohli, Julia Johnson, Peter Waylen and Mark Francek. "Exploring Physical Geography." 2nd ed. New York: McGraw Hill, 2018.	
	May include, but are not limited to	No value	
	Reading List	Thomas, David (ed). "The Dictionary of Physical Geography." 4th ed. Oxford: Wiley-Blackwell Publishers, 2016.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	

Learning Outcomes

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

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Compare the two main branches of geography (physical cultural/human), and summarize their relationship to the natural and social sciences. Examine the contributions of women and men from diverse cultural backgrounds who have contributed to the field of geography. - Explain the relationship of the earth to the universe and the solar system, and analyze the consequences of these relationships using maps. - Classify the weather and climate elements, examine how they interact, apply the interactions to deduce the causes of weather processes and phenomena, using satellite imagery and GIS. - Analyze and map climate patterns and global warming patterns, apply climate variables to organize and map natural vegetation zones found on the earth. - Identify the major landforms of the world and organize and evaluate the geologic and geomorphic forces and processes responsible for these landforms, using satellite images and GIS mapping. - Identify major environmental issues of today caused by human impact on the physical environment; critically evaluate the extent of the problems with tools such as maps, satellite images and GIS techniques and use geographic insights to make suggestions about possible future courses of action.	- Compare the two main branches of geography (physical cultural/human), and summarize their relationship to the natural and social sciences. Examine the contributions of women and men from diverse cultural backgrounds who have contributed to the field of geography. - Explain the relationship of the earth to the universe and the solar system, and analyze the consequences of these relationships using maps. - Classify the weather and climate elements, examine how they interact, apply the interactions to deduce the causes of weather processes and phenomena, using satellite imagery and GIS. - Analyze and map climate patterns and global warming patterns, apply climate variables to organize and map natural vegetation zones found on the earth. - Identify the major landforms of the world and organize and evaluate the geologic and geomorphic forces and processes responsible for these landforms, using satellite images and GIS mapping. - Identify major environmental issues of today caused by human impact on the physical environment; critically evaluate the extent of the problems with tools such as maps, satellite images and GIS techniques and use geographic insights to make suggestions about possible future courses of action.

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Demonstrate understanding of the scientific method by identifying theories, evidence and hypotheses to explain earth processes and the impact of humans on the environment.	**CSLOs**	Demonstrate understanding of the scientific method by identifying theories, evidence and hypotheses to explain earth processes and the impact of humans on the environment.
Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

CSLOs	Explain the causes of seasonal changes and differentiate between seasons in the Northern and Southern Hemispheres.	**CSLOs**	Explain the causes of seasonal changes and differentiate between seasons in the Northern and Southern Hemispheres.
Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

CSLOs	Synthesize and apply weather and climate variables.	**CSLOs**	Synthesize and apply weather and climate variables.
Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
❗	**Course Content**	1. Compare the two main branches of geography (physical cultural/human), and summarize their relationship to the natural and social sciences. Examine the contributions of women and men from diverse cultural backgrounds who have contributed to the field of geography. 1. Explore the role of geography as an interdisciplinary subject and examine geographic methodologies. 2. Classify geography into its two major branches, physical and human, and discuss their inter-relationships. 3. Identify the sub-fields within physical geography (climatology, hydrogeography, biogeography and geomorpology) and determine the relationship of physical geography with other physical sciences such as geology, meteorology and biology and oceanography. 4. Assess the contributions of male and female geographers of the past and present. Discuss ideas and experiences of geographers of various cultural backgrounds to include a diversity of perspectives. 2. Explain the relationship of the earth to the universe and the solar system, and analyze the consequences of these relationships using maps. 1. Examine the effects of earth's rotation and	1. Compare the two main branches of geography (physical cultural/human), and summarize their relationship to the natural and social sciences. Examine the contributions of women and men from diverse cultural backgrounds who have contributed to the field of geography. 1. Explore the role of geography as an interdisciplinary subject and examine geographic methodologies. 2. Classify geography into its two major branches, physical and human, and discuss their inter-relationships. 3. Identify the sub-fields within physical geography (climatology, hydrogeography, biogeography and geomorphology) and determine the relationship of physical geography with other physical sciences such as geology, meteorology and biology and oceanography. 4. Assess the contributions of male and female geographers of the past and present. Discuss ideas and experiences of geographers of various cultural backgrounds to include a diversity of perspectives. 2. Explain the relationship of the earth to the universe and the solar system, and analyze the consequences of these relationships using maps. 1. Examine the effects of earth's rotation and

Changed	Field	Current Version	Proposed Version

revolution on time differences and seasonal changes.

2. Assess the consequences of these motions on human cultures and contrast the various responses of peoples around the world.

3. Classify the weather and climate elements, examine how they interact, apply the interactions to deduce the causes of weather processes and phenomena, using satellite imagery and GIS.

   1. Examine the relationships between insolation and temperature, atmospheric moisture, pressure and winds.

   2. Use weather elements to analyze daily weather.

   3. Compare daily weather patterns with the shifting of air masses on a global basis.

4. Analyze and map climate patterns and global warming patterns, apply climate variables to organize and map natural vegetation zones found on the earth.

   1. Compare, contrast and map the climates of the earth.

   2. Analyze the role of weather factors in determining climate patterns and regional climatic differences using maps.

   3. Analyze the human-induced causes and consequences of global warming using maps, data and infographics.

   4. Examine the distribution of natural vegetation on the earth and correlate

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revolution on time differences and seasonal changes.

2. Assess the consequences of these motions on human cultures and contrast the various responses of peoples around the world.

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   1. Examine the relationships between insolation and temperature, atmospheric moisture, pressure and winds.

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   1. Compare, contrast and map the climates of the earth.

   2. Analyze the role of weather factors in determining climate patterns and regional climatic differences using maps.

   3. Analyze the human-induced causes and consequences of global warming using maps, data and infographics.

   4. Examine the distribution of natural vegetation on the earth and correlate

Changed	Field	Current Version	Proposed Version
		natural vegetation zones with climate zones. 5. Identify the major landforms of the world and organize and evaluate the geologic and geomorphic forces and processes responsible for these landforms, using satellite images and GIS mapping. 　1. Explain the origin of the major and minor landforms based on geologic forces and processes such as tectonics, which includes: 　　1. Orogeny: folding and faulting 　　2. Earthquakes 　　3. Volcanism 　2. Demonstrate how major and minor landforms are modified by geomorphic processes such as weathering and erosion. 　3. Identify and analyze the role of geomorphic agents such as running water, wind, glaciers and waves in creating physical diversity on the planet. 6. Identify major environmental issues of today caused by human impact on the physical environment; critically evaluate the extent of the problems with tools such as maps, satellite images and GIS techniques and use geographic insights to make suggestions about possible future courses of action. 　1. the greenhouse effect and global warming 　2. acid rain 　3. ozone depletion 　4. desertification 　5. deforestation 　6. groundwater depletion 　7. earthquake hazards in densely populated areas.	natural vegetation zones with climate zones. 5. Identify the major landforms of the world and organize and evaluate the geologic and geomorphic forces and processes responsible for these landforms, using satellite images and GIS mapping. 　1. Explain the origin of the major and minor landforms based on geologic forces and processes such as tectonics, which includes: 　　1. Orogeny: folding and faulting 　　2. Earthquakes 　　3. Volcanism 　2. Demonstrate how major and minor landforms are modified by geomorphic processes such as weathering and erosion. 　3. Identify and analyze the role of geomorphic agents such as running water, wind, glaciers and waves in creating physical diversity on the planet. 6. Identify major environmental issues of today caused by human impact on the physical environment; critically evaluate the extent of the problems with tools such as maps, satellite images and GIS techniques and use geographic insights to make suggestions about possible future courses of action. 　1. The greenhouse effect and global warming 　2. Acid rain 　3. Ozone depletion 　4. Desertification 　5. Deforestation 　6. Groundwater depletion 　7. Earthquake hazards in densely populated areas.

Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ENGL C1000 or ENGL C1000H or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra	ENGL C1000 or ENGL C1000H or ESL D005. Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
❗	**Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.**	No Value	Course Objectives B-E) All of the content of GEO 1 requires synthesis of facts and presentations from a number of sources. (e.g., many topics such as plate tectonics and the earth's past climates require critical evaluation of hypotheses and theories and their evolution). Assignments A&B) Readings are assigned from the textbook, journal articles and internet sources.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: Compose essays drawn from personal experience and assigned texts.**	No Value	Assignment C) Research paper involves critical analysis of an environmental issue using books, journals, internet sources and/or primary data. Assignment B,C) Assignments require critical analyses of data (e.g., weather maps and satellite images) and responses to assigned readings.
❗	**Objective 3: Utilize MLA guidelines to format essays, cite sources, and compile a works cited page.**	No Value	Assignment C) Research paper involves critical analysis of an environmental issue using books, journals, internet sources and/or primary data.
	Objective 4: Create syntactically varied sentences that are free of mechanical errors.	No Value	No Value
❗	**Objective 5: Distinguish, compare, and evaluate the multiplicity and ambiguity of perspectives.**	No Value	Assignment C) Research paper involves critical analysis of an environmental issue and suggesting possible solutions to the problem (alternative actions for the future).

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
		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
	Pre-algebra or equivalent (or higher), or appropriate placement beyond pre-algebra.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
❗	**Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.**	No Value	Course Objectives C, D & F : All of the content of GEO 1 requires synthesis of facts and presentations from a number of sources. (e.g., many topics such as plate tectonics and the earth's past climates require critical evaluation of hypotheses and theories and their evolution). VI B & C : Written and oral assignments involving problem solving, map/diagram based questions, internet-based exercises and essay questions. Exercises are based on readings (from the textbook, journals and the internet) and class discussions involving application of concepts studied in class. Examples of topics include time zone calculations, latitude and longitudes, map scale and projections, weather elements (such as temperature, pressure, humidity, and winds), storms (thunderstorms, mid-latitude cyclones, hurricanes and tornadoes), climate zones and vegetation, plate tectonics (including folding, faulting, volcanism and earthquakes), types of rocks, weathering and landforms (effects of running water, winds, glaciers, wind and waves). Research and/or analytical papers on issues about the physical environment. Examples of topics include: the greenhouse effect and global warming, acid rain, ozone depletion, desertification, deforestation, groundwater depletion, and earthquake hazards in densely populated areas. The student will critically analyze the perceived problem, and come to some conclusion as to the short and/or long-term effect on the future of human life, or a particular area. The research should also lead to suggest possible solutions to the problem (alternative actions for the future).

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.**	No Value	Assignments B) Assignments involve problem solving requiring computations using fractions, decimals and percent to understand weather elements and their causes. Examples include time zone calculations, latitude and longitudes, map scale, calculations based on meteorological data such as temperature, atmospheric pressure, pressure gradient, relative humidity and wind flows to understand daily weather patterns and unusual weather such as thunderstorms, hurricanes and wave cyclones
	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 is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Expanded Description A: Compare the two main branches of geography (physical cultural/human), and summarize their relationship to the natural and social sciences.
❗	**Criteria 1: Present core**	No Value	Expanded Description A: Compare the two main branches of geography (physical cultural/human), and summarize their relationship to the

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 : Written and oral assignments involving problem solving, map/diagram based questions, internet-based exercises and essay questions. Exercises are based on readings (from the textbook, journals and the internet) and class discussions involving application of concepts studied in class. Examples of topics include time zone calculations, latitude and longitudes, map scale and projections, weather elements (such as temperature, pressure, humidity, and winds), storms (thunderstorms, mid-latitude cyclones, hurricanes and tornadoes), climate zones and vegetation, plate tectonics (including folding, faulting, volcanism and earthquakes), types of rocks, weathering and landforms (effects of running water, winds, glaciers, wind and waves). VI.C: Research and/or analytical papers on issues about the physical environment. Examples of topics include: the greenhouse effect and global warming, acid rain, ozone depletion, desertification, deforestation, groundwater depletion, and earthquake hazards in densely populated areas. The student will critically analyze the perceived problem, and come to some conclusion as to the short and/or long-term effect on the future of human life, or a particular area. The research should also lead to suggest possible solutions to the problem (alternative actions for the future).

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	Expanded Description A4 : Assess the contributions of male and female geographers of the past and present. Discuss ideas and experiences of geographers of various cultural backgrounds to include a diversity of perspectives. Expanded Description C: Classify the weather and climate elements, examine how they interact, apply the interactions to deduce the causes of weather processes and phenomena, using satellite imagery and GIS. Expanded Description D3: Analyze the human-induced causes and consequences of global warming using maps, data and infographics. Expanded Description E: Identify the major landforms of the world and organize and evaluate the geologic and geomorphic forces and processes responsible for these landforms, using satellite images and GIS mapping. Expanded Description F: Identify major environmental issues of today caused by human impact on the physical environment; critically evaluate the extent of the problems with tools such as maps, satellite images and GIS techniques and use geographic insights to make suggestions about possible future courses of action.

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	Expanded Description A4: Assess the contributions of male and female geographers of the past and present. Discuss ideas and experiences of geographers of various cultural backgrounds to include a diversity of perspectives. Expanded Description F : Identify major environmental issues of today caused by human impact on the physical environment; critically evaluate the extent of the problems with tools such as maps, satellite images and GIS techniques and use geographic insights to make suggestions about possible future courses of action.

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	Expanded Description A-F : Compare the two main branches of geography (physical cultural/human), and summarize their relationship to the natural and social sciences. Examine the contributions of women and men from diverse cultural backgrounds who have contributed to the field of geography. Explain the relationship of the earth to the universe and the solar system, and analyze the consequences of these relationships using maps. Classify the weather and climate elements, examine how they interact, apply the interactions to deduce the causes of weather processes and phenomena, using satellite imagery and GIS. Analyze and map climate patterns and global warming patterns, apply climate variables to organize and map natural vegetation zones found on the earth. Identify the major landforms of the world and organize and evaluate the geologic and geomorphic forces and processes responsible for these landforms, using satellite images and GIS mapping. Identify major environmental issues of today caused by human impact on the physical environment; critically evaluate the extent of the problems with tools such as maps, satellite images and GIS techniques and use geographic insights to make suggestions about possible future courses of action.

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	Expanded Description B-F: Explain the relationship of the earth to the universe and the solar system, and analyze the consequences of these relationships using maps. Classify the weather and climate elements, examine how they interact, apply the interactions to deduce the causes of weather processes and phenomena, using satellite imagery and GIS. Analyze and map climate patterns and global warming patterns, apply climate variables to organize and map natural vegetation zones found on the earth. Identify the major landforms of the world and organize and evaluate the geologic and geomorphic forces and processes responsible for these landforms, using satellite images and GIS mapping. Identify major environmental issues of today caused by human impact on the physical environment; critically evaluate the extent of the problems with tools such as maps, satellite images and GIS techniques and use geographic insights to make suggestions about possible future courses of action. Assignments B-C: Written and oral assignments involving problem solving, map/diagram based questions, internet-based exercises and essay questions. Exercises are based on readings (from the textbook, journals and the internet) and class discussions involving application of concepts studied in class. Examples of topics include time zone calculations, latitude and longitudes, map scale and projections, weather elements (such as temperature, pressure, humidity, and winds), storms (thunderstorms, mid-latitude cyclones, hurricanes and tornadoes), climate zones and vegetation, plate tectonics (including folding, faulting, volcanism and earthquakes), types of rocks, weathering and landforms (effects of

Changed	Questions	Current Version	Proposed Version
			running water, winds, glaciers, wind and waves). Research and/or analytical papers on issues about the physical environment. Examples of topics include: the greenhouse effect and global warming, acid rain, ozone depletion, desertification, deforestation, groundwater depletion, and earthquake hazards in densely populated areas. The student will critically analyze the perceived problem, and come to some conclusion as to the short and/or long-term effect on the future of human life, or a particular area. The research should also lead to suggest possible solutions to the problem (alternative actions for the future).

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
❗	**Stage 3: Division Curriculum Representative**	No Value	(see nested table below)
	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

Nested table for Stage 3 Proposed Version:

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/18/25	RG	Course Description	Needs to be a complete sentence		

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	GEO 001	GEO 001
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
❗	**Hybrid Approval Date (MM/DD/YYYY)**	05/08/2018	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• 5-yr revision and C-ID requirements appr. 5/8/18 (effect. F19).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• 5-yr revision and C-ID requirements appr. 5/8/18 (effect. F19).-mkct • Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	GEOD001.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000304244

Articulation

Changed	Field	Current Version

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

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	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
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.
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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 5: SLO Coordinator
Comments	Stage 8: Dean of Online Learning
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Shameka Walker	• Huafu Liu
	Course ID (CB01A and CB01B)	JAPND001.	JAPND001.
	Course Control Number	CCC000370549	CCC000370549
	Course Title (CB02)	Elementary Japanese (First Quarter)	Elementary Japanese (First Quarter)
	Short Course Title	ELEM JAPANESE (1ST QTR)	ELEM JAPANESE (1ST QTR)
	TOP Code (CB03)	1108.00	1108.00 Japanese
	CIP Code	Japanese Language and Literature	16.0302 Japanese Language and Literature
	Department	JAPN - Japanese	JAPN - Japanese
❗	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	An introduction to the language and the culture of Japan. Emphasis will be on language as the primary expression of culture and a medium of communication. Four language skills (listening, speaking, reading and writing), as well as sociocultural knowledge which plays an important role in communicating in the target language, will be developed. Japanese will be the major language of instruction. Oral practice based on an understanding of the language structure will also be emphasized. Mastering of two of the Japanese syllabic writing systems, hiragana and katakana, and 29 kanji (Chinese characters) is required.	An introduction to the language and the culture of Japan. Emphasis will be on language as the primary expression of culture and a medium of communication. Four language skills (listening, speaking, reading and writing), as well as sociocultural knowledge which plays an important role in communicating in the target language, will be developed. Japanese will be the major language of instruction. Oral practice based on an understanding of the language structure will also be emphasized. Mastering of two of the Japanese syllabic writing systems, hiragana and katakana, and 29 kanji (Chinese characters) is required.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Foreign Languages
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - JAPANESE

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 eduction requirement for De Anza. It belongs to the Certificate of Achievement-Advanced in Global Studies. It is also UC and CSU transferable. It is the first quarter low-beginner level functions of the Japanese language.	This course meets a general ~~eduction~~ education requirement for De Anza. It belongs to the Certificate of Achievement-Advanced in Global Studies. It is also UC and CSU transferable. It is the first quarter low-beginner level functions of the Japanese language.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.		

Changed	Field	Current Version	Proposed Version

Course is part of a program

Associated Program	Asian American Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Asian American Studies (In Development)
Award Type	Certificate of Achievement (COA)

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

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

Associated Program	Global Studies for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Global Studies for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Japanese Language and Culture (In Development)

Proposed Version

Associated Program	Asian American Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Asian American Studies (In Development)
Award Type	Certificate of Achievement (COA)

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

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

Associated Program	Global Studies for Transfer
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Global Studies for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	Japanese Language and Culture (In Development)

Changed	Field	Current Version	Proposed Version
	Award Type	Certificate of Achievement (COA)	**Award Type** Certificate of Achievement (COA)

Associated Program	Liberal Arts (Arts and Letters Emphasis)	**Associated Program**	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	**Associated Program**	Liberal Arts (Arts and Letters Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree

Associated Program	World Languages and Culture	**Associated Program**	World Languages and Culture
Award Type	Certificate of Achievement-Advanced (COA-A)	**Award Type**	Certificate of Achievement-Advanced (COA-A)

Associated Program	World Languages and Culture (In Development)	**Associated Program**	World Languages and Culture (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)	**Award Type**	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information		

System/Institution	De Anza GE	**System/Institution**	De Anza GE
Area(s)	• 2G3X - Approved.	**Area(s)**	• 2G3X - Approved.
-	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
	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
	Total - Course In-Class (Contact) Hours	60	60

Changed	Field	Current Version	Proposed Version
	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

Changed	Field	Current Version	Proposed Version
	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 In-class exploration of internet sites Quiz and examination review 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 In-class exploration of internet sites Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	1. Textbook readings that demonstrate the correct use of the first quarter elementary-level language functions. 2. Textbook and workbook exercises that reinforce the correct use of written and spoken Japanese of the first quarter elementary-level language functions. 3. Audio-visual and internet materials that reinforce the skills of the first quarter elementary level for reading, writing, speaking, and listening. 4. Writing assignments that demonstrate the correct use of the first quarter elementary-level written language functions. 5. Oral presentations that demonstrate the correct use of the first quarter elementary-level oral language functions. 6. Culture learning including audio-visual and online assignments as well as in-class oral presentations.	1. Textbook readings that demonstrate the correct use of the first quarter elementary-level language functions. 2. Textbook and workbook exercises that reinforce the correct use of written and spoken Japanese of the first quarter elementary-level language functions. 3. Audio-visual and internet materials that reinforce the skills of the first quarter elementary level for reading, writing, speaking, and listening. 4. Writing assignments that demonstrate the correct use of the first quarter elementary-level written language functions. 5. Oral presentations that demonstrate the correct use of the first quarter elementary-level oral language functions. 6. Culture learning including audio-visual and online assignments as well as in-class oral presentations.

Changed	Field	Current Version	Proposed Version

⚠ **Methods of Evaluation**

<table>
<tr><td>Methods of Evaluation</td><td></td></tr>
<tr><td>Methods of Evaluation</td><td>1. Homework assignments (Textbook and workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson.
2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible simple phrases or sentences regarding familiar topics to reflect a working command of core vocabulary and language structures.
3. Mid-term examination: an individual written and listening performance will be evaluated on the basis of the correct use of the vocabulary and sentence patterns, the listening comprehension skills, and immediate responsive aptitude.
4. Final examination: Two section-examination comprised of (1) an individual written performance and (2) individual/group oral presentation or interview with the instructor. Evaluation will be based on producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of Japanese culture by analyzing and comparing them to one's own culture(s).
6. Participation based on contribution to class discussion and collaborative exercises.</td></tr>
</table>

Proposed Version:

Methods of Evaluation	Methods of Evaluation

Methods of Evaluation	Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation		1. Homework assignments (Textbook and workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson. 2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible simple phrases or sentences regarding familiar topics to reflect a working command of core vocabulary and language structures. 3. Mid-term examination: an individual and a group written and listening performance will be evaluated on the basis of the correct use of the vocabulary and sentence patterns, the listening comprehension skills, and immediate responsive aptitude. 4. Final examination: Two section-examination comprised of (1) an individual written performance and (2) individual/group oral presentation or

Changed	Field	Current Version	Proposed Version
			interview with the instructor. Evaluation will be based on producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. 5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of Japanese culture by analyzing and comparing them to one's own culture(s). 6. Participation is assessed based on contributions to class discussions and active engagement in group collaborative exercises, including written work and presentations.
❗	**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	**Title**	Genki Textbook Volume 1, 3rd edition (Genki (1)) (Multilingual Edition) (Japanese Edition)
		Author	Banno, E., Ikedea, Y., Ohno, Y., Shinagawa, C., & Tokashi, K. Genki I: An Integrated Course in Elementary Japanese, 2nd Edition. Tokyo: The Japan Times, 2017.	**Author**	Banno, E., Ikedea, Y., Ohno, Y., Shinagawa, C., & Tokashi, K.
		Publisher	No value	**Publisher**	Tokyo: The Japan Times
		Date/Edition	No value	**Date/Edition**	2020/The Third Edition
		ISBN	No value	**ISBN**	No value
		Title	No value	**Title**	Genki Workbook Volume 1, 3rd edition (Genki (1)) (Multilingual Edition) (Japanese Edition)
		Author	Association of Kaigai Gijutsusha Kenshu. Min'na no Nihongo: Beginner I, 2nd Edition. Tokyo: 3 A Network, 2012.	**Author**	Banno, E., Ikedea, Y., Ohno, Y., Shinagawa, C., & Tokashi, K.
		Publisher	No value	**Publisher**	Tokyo: The Japan Times
		Date/Edition	No value	**Date/Edition**	2020/The Third Edition
		ISBN	No value	**ISBN**	No value
		Title	No value		
		Author	Scearce, Tazumi. Step and Solution for Learn Japanese New College Text 1: Communicative Approach and Cultural Analysis. 2012.		
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		
		Title	No value		
		Author	Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K. Genki I: An Integrated Course in Elementary Japanese, 2nd Edition, Workbook. Tokyo: The Japan Times, 2016.		
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		
		Title	No value		
		Author	Shimazu, Y.M. Handy Katakana Workbook. An Introduction to Japanese Writing KANA, 6th Edition. New Jersey: Pearson Custom Printing, 2006.		

Changed	Field	Current Version	Proposed Version
	Publisher	No value	
	Date/Edition	No value	
	ISBN	No value	

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Rubin, J. Making Sense of Japanese: What the Textbooks Don't Tell You. New York: Kodansha International, 2013.
May include, but are not limited to	No value

Reading List	Stewart, A. M. Kodansha's Hiragana Workbook: A Step-by-step Approach to Basic Japanese Writing. New York: Kodansha International, 2012.
May include, but are not limited to	No value

Reading List	Stewart, A.M. Kodansha's Katakana Workbook: Step-by-step Approach to Basic Japanese Writing. New York: Kodansha International, 2012.
May include, but are not limited to	No value

Reading List	Lebra, T.S. The Japanese Self in Cultural Logic. Honolulu: University of Hawaii Press, 2004.
May include, but are not limited to	No value

Reading List	Suzuki, T. Words in Context: A Japanese Perspective on Language and Culture. Tokyo: Kozensha, 2001.
May include, but are not limited to	No value

Reading List	http://en.wikipedia.org/wiki/Japanese_writing_system

Changed	Field	Current Version	Proposed Version

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

| | **Reading List** | Young, J. & Nakajima-Okano, K. Learn Japanese: New College Text Volume I. Honolulu, Hawaii: University of Hawaii Press, 1984. | |
| | **May include, but are not limited to** | No value | |

| | **Reading List** | Reischauer, Edwin O. and Jansen, Marius B. The Japanese Today: Change and the Continuity. Enlarged Edition. 3rd Edition. Cambridge, Massachusetts: The President and Fellows of Harvard College, 1995. | |
| | **May include, but are not limited to** | No value | |

| | **Reading List** | Accompanying CD-ROM: Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K. Genki I: An Integrated Course in Elementary Japanese, 2nd Edition, 2011. | |
| | **May include, but are not limited to** | No value | |

| | **Reading List** | Schwartz, E.A. and Ezawa, R. Everyday Japanese: A Basic Introduction to the Japanese Language and Culture. Lincolnwood, IL: NTC/Contemporary Publishing Group, Inc., 1998. | |
| | **May include, but are not limited to** | No value | |

| | **Reading List** | http://genki.japantimes.co.jp/ | |

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Demonstrate an understanding of language as the primary expression of culture and a medium of communication. - Compare and contrast the basic differences between Japanese and English - Recognize the sentence patterns in the low beginner level of the Japanese language within the range of the first quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading and writing skills - Evaluate and interpret the historical and cultural development of Japan that affect communication pattern and cultural context in the low beginner level of Japanese language, and engage in critical analysis of student's own cultural value and that of Japanese. - Identify society, traditions, culture, and practical daily information of Japan - Interpret the contribution of women in Japan in terms of society, language, and culture	- Demonstrate an understanding of language as the primary expression of culture and a medium of communication. - Compare and contrast the basic differences between Japanese and English - Recognize the sentence patterns in the low beginner level of the Japanese language within the range of the first quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading and writing skills - Evaluate and interpret the historical and cultural development of Japan that affect communication pattern and cultural context in the low beginner level of Japanese language, and engage in critical analysis of student's own cultural value and that of Japanese. - Identify society, traditions, culture, and practical daily information of Japan - Interpret the contribution of women in Japan in terms of society, language, and culture

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana and Katakana characters respectively) as well as 29 kanji (Chinese characters), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, and invitations.
Expected SLO Performance	0.0

CSLOs	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, and invitations. This includes recognizing and reproducing 46 Japanese syllable-based Hiragana and Katakana characters, as well as 29 Kanji Chinese characters.
Expected SLO Performance	0.0

CSLOs	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
Expected SLO Performance	0.0

CSLOs	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
Expected SLO Performance	0.0

CSLOs	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working commnad of core vocabulary and language structures.
Expected SLO Performance	0.0

CSLOs	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working commnad of core vocabulary and language structures.
Expected SLO Performance	0.0

CSLOs	Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).
Expected SLO Performance	0.0

CSLOs	Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own cultures.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Demonstrate an understanding of language as the primary expression of culture and a medium of communication.
		  1. Examine and understand how the Japanese language has evolved.
		  2. Define the connection between language thought patterns and culture.
		  3. Understand the influence of religion and philosophy on the Japanese language and culture.
		    1. Shinto
		    2. Zen Buddhism
		    3. Confucianism
		2. Compare and contrast the basic differences between Japanese and English
		  1. Pronunciation
		    1. Syllables
		    2. Vowels and consonants
		    3. Sound perception
		  2. Word Order: SOV language
		  3. Particles/relationals
		    1. Case Markers
		    2. Post positions
		    3. Sentence final particles
		  4. Adjectives and derived expressions functioning as adjectives:
		    1. Non-past/imperfect forms of adjectives
		    2. Non-past/imperfect negative forms of adjectives
		  5. Verbs:
		    1. Imperfect affirmative and negative formal forms (-masu, -masen)
		    2. Perfect affirmative and negative formal forms (-mashita, -masen deshita)
		    3. Invitation form (-masen ka)
		  6. Copula:
		    1. Imperfect affirmative and negative forms (-desu, -ja nai desu)
		    2. Perfect affirmative and negative forms (-deshita, -ja nakatta desu)
		  7. Adverbs:
		    1. Intensity
		    2. Frequency
		  8. Singular and Plural forms: Significance and interpretation of singular and plural expressions
		  9. Demonstratives:
		    1. Pronouns
		    2. Adjectives
		  10. Counters:
		    1. Price
		    2. Time
		    3. Age
		  11. Writing systems:
			1. Demonstrate an understanding of language as the primary expression of culture and a medium of communication.
			  1. Examine and understand how the Japanese language has evolved.
			  2. Define the connection between language thought patterns and culture.
			  3. Understand the influence of religion and philosophy on the Japanese language and culture.
			    1. Shinto
			    2. Zen Buddhism
			    3. Confucianism
			2. Compare and contrast the basic differences between Japanese and English
			  1. Pronunciation
			    1. Syllables
			    2. Vowels and consonants
			    3. Sound perception
			  2. Word Order: SOV language
			  3. Particles/relationals
			    1. Case Markers
			    2. Post positions
			    3. Sentence final particles
			  4. Adjectives and derived expressions functioning as adjectives:
			    1. Non-past/imperfect forms of adjectives
			    2. Non-past/imperfect negative forms of adjectives
			  5. Verbs:
			    1. Imperfect affirmative and negative formal forms (-masu, -masen)
			    2. Perfect affirmative and negative formal forms (-mashita, -masen deshita)
			    3. Invitation form (-masen ka)
			  6. Copula:
			    1. Imperfect affirmative and negative forms (-desu, -ja nai desu)
			    2. Perfect affirmative and negative forms (-deshita, -ja nakatta desu)
			  7. Adverbs:
			    1. Intensity
			    2. Frequency
			  8. Singular and Plural forms: Significance and interpretation of singular and plural expressions
			  9. Demonstratives:
			    1. Pronouns
			    2. Adjectives
			  10. Counters:
			    1. Price
			    2. Time
			    3. Age
			  11. Writing systems:

Current Version

    1. Hiragana--syllabic writing system
    2. Katakana--syllabic writing system
    3. Kanji--Chinese characters
  12. Style: Formal forms (-desu, -masu)

3. Recognize the sentence patterns in the low beginner level of the Japanese language within the range of the first quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading and writing skills
    1. Construct basic sentence patterns in everyday situations
        1. Affirmative and negative expressions
        2. Question sentences
        3. Imperfect and perfect tenses
    2. Develop basic vocabulary and reasoning strategies for unknown vocabulary via the contexts
    3. Apply basic idiomatic speech patterns in the conversation
        1. Development of rice-cultivation-based society and evolution of the Japanese language
        2. Variation of speech patterns based on age, gender, class, and societal roles
        3. Honorific expressions: respect, polite, humble, honorific prefix and suffix
        4. Concept of in-group and out-group
        5. Sequence of premise and conclusion expressions in the Japanese mind
    4. Improve reading strategies through simple authentic texts
    5. Build accurate writing skills within the framework of grammar and vocabulary in the first-quarter level of the Japanese language in Hiragana, Katakana, and 29 kanji.
        1. Descriptions of situations
        2. Expressions of one's emotions
        3. Demonstration of creative thought: Engagement in the thinking, judging, and verifying processes in the Japanese language
    6. Articulate with reasonably accurate pronunciation and natural, near-native speed in short sentences.
        1. Clear, reasonably accurate pronunciation
        2. Simultaneous oral response to questions given
        3. Demonstration of creative thought: Engagement in the

Proposed Version

    1. Hiragana--syllabic writing system
    2. Katakana--syllabic writing system
    3. Kanji--Chinese characters
  12. Style: Formal forms (-desu, -masu)

3. Recognize the sentence patterns in the low beginner level of the Japanese language within the range of the first quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading and writing skills
    1. Construct basic sentence patterns in everyday situations
        1. Affirmative and negative expressions
        2. Question sentences
        3. Imperfect and perfect tenses
    2. Develop basic vocabulary and reasoning strategies for unknown vocabulary via the contexts
    3. Apply basic idiomatic speech patterns in the conversation
        1. Development of rice-cultivation-based society and evolution of the Japanese language
        2. Variation of speech patterns based on age, gender, class, and societal roles
        3. Honorific expressions: respect, polite, humble, honorific prefix and suffix
        4. Concept of in-group and out-group
        5. Sequence of premise and conclusion expressions in the Japanese mind
    4. Improve reading strategies through simple authentic texts
    5. Build accurate writing skills within the framework of grammar and vocabulary in the first-quarter level of the Japanese language in Hiragana, Katakana, and 29 kanji.
        1. Descriptions of situations
        2. Expressions of one's emotions
        3. Demonstration of creative thought: Engagement in the thinking, judging, and verifying processes in the Japanese language
    6. Articulate with reasonably accurate pronunciation and natural, near-native speed in short sentences.
        1. Clear, reasonably accurate pronunciation
        2. Simultaneous oral response to questions given
        3. Demonstration of creative thought: Engagement in the

Changed	Field	Current Version	Proposed Version

thinking, judging, and verifying processes in the Japanese language.

 7. Demonstrate listening comprehension skills listening to a native speaker in a moderately deliberate speed.

 8. Describe natural, geographic, and historical conditions that affect the Japanese language

4. Evaluate and interpret the historical and cultural development of Japan that affect communication pattern and cultural context in the low beginner level of Japanese language, and engage in critical analysis of student's own cultural value and that of Japanese.

 1. Migration of people to Japan before and during the ice age

 2. Geographic environment

 3. Group-oriented sense and community

 4. Foreign languages that have influenced the Japanese language and culture.

  1. Influence of Chinese language in vocabulary and writing system

  2. European languages and application to Katakana expressions

 5. Historical foreign relations with China, Portugal, Holland and the USA

 6. Socio-cultural conditions that influence Japanese language

5. Identify society, traditions, culture, and practical daily information of Japan

 1. Manner upon bathing and using toilets

 2. Identify historically, philosophically valuable places

  1. Kamakura

  2. City life in Tokyo

   1. Students' lives

   2. Coffee shop and trendy culture among youngsters

  3. Northern island Hokkaido

   1. Snow festival

   2. Ainu as minority

6. Interpret the contribution of women in Japan in terms of society, language, and culture

 1. Contribution of women writing of the Yamato language

 2. Women writers and their works in the Heian period

  1. Lady Murasaki and Tale of Genji

  2. Sei Shonagon and The Pillow Book

(Proposed Version — same content)

thinking, judging, and verifying processes in the Japanese language.

 7. Demonstrate listening comprehension skills listening to a native speaker in a moderately deliberate speed.

 8. Describe natural, geographic, and historical conditions that affect the Japanese language

4. Evaluate and interpret the historical and cultural development of Japan that affect communication pattern and cultural context in the low beginner level of Japanese language, and engage in critical analysis of student's own cultural value and that of Japanese.

 1. Migration of people to Japan before and during the ice age

 2. Geographic environment

 3. Group-oriented sense and community

 4. Foreign languages that have influenced the Japanese language and culture.

  1. Influence of Chinese language in vocabulary and writing system

  2. European languages and application to Katakana expressions

 5. Historical foreign relations with China, Portugal, Holland and the USA

 6. Socio-cultural conditions that influence Japanese language

5. Identify society, traditions, culture, and practical daily information of Japan

 1. Manner upon bathing and using toilets

 2. Identify historically, philosophically valuable places

  1. Kamakura

  2. City life in Tokyo

   1. Students' lives

   2. Coffee shop and trendy culture among youngsters

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6. Interpret the contribution of women in Japan in terms of society, language, and culture

 1. Contribution of women writing of the Yamato language

 2. Women writers and their works in the Heian period

  1. Lady Murasaki and Tale of Genji

  2. Sei Shonagon and The Pillow Book

| | **Lab Component in this Course** | No | No |

Changed	Field	Current Version	Proposed Version
	Lab Outline	No value	No value

Blue Form

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

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

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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	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	Outline D.: Evaluate and interpret the historical and cultural development of Japan that affect communication pattern and cultural context in the low beginner level of Japanese language, and engage in critical analysis of student's own cultural value and that of Japanese.
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Outline D.6.: Socio-cultural conditions that influence Japanese language.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Outline E.:Identify society, traditions, culture, and practical daily information of Japan.
❗	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Methods of Evaluation E.: Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of Japanese culture by analyzing and comparing them to one's own culture(s).
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Assignment F.: Culture learning including audio-visual and online assignments as well as in-class oral presentations.
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Outline D.: Evaluate and interpret the historical and cultural development of Japan that affect communication pattern and cultural context in the low beginner level of Japanese language, and engage in critical analysis of student's own cultural value and that of Japanese.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Outline F.: Interpret the contribution of women in Japan in terms of society, language, and culture.
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Outline C.8.:Describe natural, geographic, and historical conditions that affect the Japanese language.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Outline E.: Identify society, traditions, culture, and practical daily information of Japan.

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

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

D-Matrix Form

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

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

E-Matrix Form

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

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
	Objective 1: Develop, throughout the course as applicable, systematic problem solving methods.	No Value	No Value
	Objective 2: Solve problems involving arithmetic operations, including fractions, percents and decimals.	No Value	No Value
	Objective 3: Apply the order of operations to evaluate signed numerical expressions.	No Value	No Value
	Objective 4: Solve problems involving operations with signed numbers.	No Value	No Value
	Objective 5: Explore the characteristics and properties of real numbers.	No Value	No Value

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline C.: Recognize the sentence patterns in the low beginner level of the Japanese language within the range of the first quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading and writing skills.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation F.: Participation is assessed based on contributions to class discussions and active engagement in group collaborative exercises, including written work and presentations.
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline C.: Recognize the sentence patterns in the low beginner level of the Japanese language within the range of the first quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading and writing skills.
❗	**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 F.: Interpret the contribution of women in Japan in terms of society, language, and culture.

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 D.: Evaluate and interpret the historical and cultural development of Japan that affect communication pattern and cultural context in the low beginner level of Japanese language, and engage in critical analysis of student's own cultural value and that of Japanese.
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation E.: Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of Japanese culture by analyzing and comparing them to one's own culture(s).

Comments

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

Changed	Questions	Current Version	Proposed Version

	Stage 5: SLO Coordinator	No Value	

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/4/2025	Learning Outcomes	CSLOs	Required	CSLO 1:Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana and Katakana characters respectively as well as 29 kanji Chinese characters), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, and invitations. Omitted parenthesis make for improper sentence structure.	Y

	Stage 7: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version					

Changed	Questions	Current Version	Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
❗	Stage 8: Dean of Online Learning	No Value	2/19/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -Please clarify the acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	JAPN 001	JAPN 001
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	JAPND001.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000370549

Articulation

Changed	Field	Current Version
	Course Crosswalk CRS-DEPT-NAME	

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

De Anza College
Change Report
03/13/2025

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

Section	Changed field
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
Comments	Stage 8: Dean of Online Learning

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Shameka Walker	• Huafu Liu
	Course ID (CB01A and CB01B)	JAPND002.	JAPND002.
	Course Control Number	CCC000355258	CCC000355258
	Course Title (CB02)	Elementary Japanese (Second Quarter)	Elementary Japanese (Second Quarter)
	Short Course Title	ELEM JAPANESE (2ND QTR)	ELEM JAPANESE (2ND QTR)
	TOP Code (CB03)	1108.00	1108.00 Japanese
	CIP Code	Japanese Language and Literature	16.0302 Japanese Language and Literature
	Department	JAPN - Japanese	JAPN - Japanese
❗	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
	Course Description	A continuation of the introduction to the Japanese language and culture, with the further development of materials presented in JAPN D001. Emphasis will be on acquisition of second-quarter beginner level of four language skills (listening, speaking, reading and writing) as well as sociocultural knowledge which plays an important role in communicating in the target language. Japanese is the major language of instruction. Oral practice based on an understanding of the language structure will also be emphasized. In addition to practicing two of the Japanese syllabic writing systems, hiragana and katakana, and 29 kanji, 57 more kanji, Sino-Japanese characters will be introduced.	A continuation of the introduction to the Japanese language and culture, with the further development of materials presented in JAPN D001. Emphasis will be on acquisition of second-quarter beginner level of four language skills (listening, speaking, reading and writing) as well as sociocultural knowledge which plays an important role in communicating in the target language. Japanese is the major language of instruction. Oral practice based on an understanding of the language structure will also be emphasized. In addition to practicing two of the Japanese syllabic writing systems, hiragana and katakana, and 29 kanji, 57 more kanji, Sino-Japanese characters will be introduced.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Foreign Languages
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - JAPANESE

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. It belongs to the Certificate of Achievement-Advanced in Global Studies. It is also UC and CSU transferable. It is the second quarter beginner level functions of the Japanese language.	This course meets a general education requirement for De Anza. It belongs to the Certificate of Achievement-Advanced in Global Studies. It is also UC and CSU transferable. It is the second quarter beginner level functions of the Japanese language.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Changed	Field	Current Version	Proposed Version
	If yes, identify the UC/CSU campus, course and major.	No value	
	Will the course be UC transferable?	Yes	Yes

Associated Programs

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

Associated Program	Asian American Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Asian American Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Asian American Studies (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Asian American Studies (In Development)
Award Type	Certificate of Achievement (COA)

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

Associated Program	Global Studies for Transfer (In Development)
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree

Associated Program	IGETC

Associated Program	IGETC

Changed	Field	Current Version	Proposed Version

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

| | **Associated Program** | Japanese Language and Culture (In Development) | **Associated Program** | Japanese Language and Culture (In Development) |
| | **Award Type** | Certificate of Achievement (COA) | **Award Type** | Certificate of Achievement (COA) |

| | **Associated Program** | Liberal Arts (Arts and Letters Emphasis) | **Associated Program** | Liberal Arts (Arts and Letters Emphasis) |
| | **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |

| | **Associated Program** | Liberal Arts (Arts and Letters Emphasis) (In Development) | **Associated Program** | Liberal Arts (Arts and Letters Emphasis) (In Development) |
| | **Award Type** | Associate in Arts (A.A.) Degree | **Award Type** | Associate in Arts (A.A.) Degree |

| | **Associated Program** | World Languages and Culture | **Associated Program** | World Languages and Culture |
| | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

| | **Associated Program** | World Languages and Culture (In Development) | **Associated Program** | World Languages and Culture (In Development) |
| | **Award Type** | Certificate of Achievement-Advanced (COA-A) | **Award Type** | Certificate of Achievement-Advanced (COA-A) |

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved

Changed	Field	Current Version	Proposed Version
	GE Information		

System/Institution	De Anza GE	System/Institution	De Anza GE
Area(s)	• 2G3X - Approved.	**Area(s)**	• 2G3X - Approved.
-	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
	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

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	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

Current Version:

Methods of Instruction	
Methods of Instruction	Lecture and visual aids Discussion and problem solving performed in class In-class exploration of internet sites Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises

Proposed Version:

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion and problem solving performed in class In-class exploration of internet sites Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version
	Assignments	1. Textbook readings that demonstrate the correct use of the second quarter elementary-level language functions. 2. Textbook and workbook exercises that reinforce the correct use of written and spoken Japanese of the second quarter elementary-level language functions. 3. Audio-visual and internet materials that reinforce the skills of the second quarter elementary level for reading, writing, speaking, and listening. 4. Writing assignments that demonstrate the correct use of the second quarter elementary-level written language functions. 5. Oral presentations that demonstrate the correct use of the second quarter elementary-level oral language functions. 6. Culture learning including audio-visual and online assignments as well as in-class oral presentations.	1. Textbook readings that demonstrate the correct use of the second quarter elementary-level language functions. 2. Textbook and workbook exercises that reinforce the correct use of written and spoken Japanese of the second quarter elementary-level language functions. 3. Audio-visual and internet materials that reinforce the skills of the second quarter elementary level for reading, writing, speaking, and listening. 4. Writing assignments that demonstrate the correct use of the second quarter elementary-level written language functions. 5. Oral presentations that demonstrate the correct use of the second quarter elementary-level oral language functions. 6. Culture learning including audio-visual and online assignments as well as in-class oral presentations.

Changed	Field	Current Version	Proposed Version
❗	Methods of Evaluation		

Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	1. Homework assignments (Textbook and workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson. 2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible simple phrases or sentences regarding familiar topics to reflect a working command of core vocabulary and language structures. 3. Mid-term examination: an individual written and listening performance will be evaluated on the basis of the correct use of the vocabulary and sentence patterns, the listening comprehension skills, and immediate responsive aptitude. 4. Final examination: Two section-examination comprised of (1) an individual written performance and (2) individual/group oral presentation or interview with the instructor. Evaluation will be based on producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. 5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of Japanese culture by analyzing and comparing them to one's own culture(s). 6. Participation based on contribution to class discussion and collaborative exercises.

Methods of Evaluation   Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation		1. Homework assignments (Textbook and workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson.
			2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible simple phrases or sentences regarding familiar topics to reflect a working command of core vocabulary and language structures.
			3. Mid-term examination: an individual written and listening performance will be evaluated on the basis of the correct use of the vocabulary and sentence patterns, the listening comprehension skills, and immediate responsive aptitude.
			4. Final examination: Two section-examination comprised of (1) an individual written performance and (2) individual/group oral presentation or

Changed	Field	Current Version	Proposed Version
			interview with the instructor. Evaluation will be based on producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
			5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of Japanese culture by analyzing and comparing them to one's own culture(s).
			6. Participation is assessed based on contributions to class discussions and active engagement in group collaborative exercises, including written work and presentations.
❗	**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	**Title**	Genki Textbook Volume 1, 3rd edition (Genki (1)) (Multilingual Edition) (Japanese Edition)
		Author	Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K. Genki I: An Integrated Course in Elementary Japanese. 2nd Edition. Tokyo: The Japan Times, 2017.	**Author**	Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K.
		Publisher	No value	**Publisher**	Tokyo, The Japan Times.
		Date/Edition	No value	**Date/Edition**	2020/The Third Edition
		ISBN	No value	**ISBN**	No value
		Title	No value	**Title**	Genki Textbook Volume 1, 3rd edition (Genki (1)) (Multilingual Edition) (Japanese Edition)
		Author	Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K. Genki I: An Integrated Course in Elewmentary Japanese, 2nd Edition, Workbook. Tokyo: The Japan Times, 2016.	**Author**	Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K.
		Publisher	No value	**Publisher**	Tokyo, The Japan Times.
		Date/Edition	No value	**Date/Edition**	2020/The Third Edition
		ISBN	No value	**ISBN**	No value
		Title	No value		
		Author	Association of Kaigai Gijutsusha Kenshu. Min'na no Nihongo: Beginner I, 2nd Edition. Tokyo: 3 A Network, 2012.		
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		
		Title	No value		
		Author	Scearce, Tazumi. Step and Solution for Learn Japanese New College Text I & II (The Second Quarter): Communicative Approach and Cultural Analysis, 2013.		
		Publisher	No value		
		Date/Edition	No value		
		ISBN	No value		
		Title	No value		
		Author	Miyagi, S. Et. Al. Mainichi no Kikitori 50-nichi I (Daily listening for 50 days). Tokyo: Bonjinsha, 2010.		

Changed	Field	Current Version	Proposed Version
	Publisher	No value	
	Date/Edition	No value	
	ISBN	No value	

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Rubin, J. Making Sense of Japanese: What the Textbooks Don't Tell You. New York: Kodansha International, Inc., 2013.
May include, but are not limited to	No value

Reading List	Young, J. and Nakajima-Okano, K. Learn Japanese: New College Text Volume I. Honolulu, Hawaii: University of Hawaii Press, 1984.
May include, but are not limited to	No value

Reading List	Young, J. and Nakajima-Okano, K. Learn Japanese: New College Text Volume II. Honolulu, Hawaii: University of Hawaii Press, 1984.
May include, but are not limited to	No value

Reading List	Heising, J. Remembering the Kanji 1: A Complete Course on How Not to Forget the Meaning and Writing of Japanese characters, 6th Edition. Honolulu: University of Hawaii Press, 2011.
May include, but are not limited to	No value

Reading List	Lebra, T. The Japanese Self in Cultural Logic. Honolulu: University of Hawaii Press, 2004.
May include, but are not limited to	No value

Reading List	Nemoto, M. Hiroko-san no Tanoshii Nihongol. Tokyo: Bonjinsha, 2013.

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Japanese writing system. http://en.wikipedia.org/wiki/Japanese_writing_system	
	May include, but are not limited to	No value	
	Reading List	Costume museum catalog cord: E997-02CHO. Life at Genji's Palace Rokujo-In. Macromedia, Inc. 1999.	
	May include, but are not limited to	No value	
	Reading List	Reischauer, Edwin O. and Jansen, Marius B. The Japanese Today: Change and the Continuity. Enlarged Edition. Cambridge, Massachusetts: The President and Fellows of Harvard College, 1995.	
	May include, but are not limited to	No value	
	Reading List	Accompanying CD-ROM: Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K. Genki I: An Integrated Course in Elementary Japanese, 2nd Edition, 2011.	
	May include, but are not limited to	No value	
	Reading List	http://genki.japantimes.co.jp/	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Video Letter from Japan II, The Early Working Years, 1992. (EAJ0016) Video collection of the East Asian Regional Material and Resources Center, San Jose State University.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Demonstrate an understanding of language as the primary expression of culture • Compare and contrast the basic grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture • Recognize and construct the sentence patterns in the beginner level function of Japanese language within the range of the second quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading, and writing skills • Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the beginner level of the Japanese language and engage in critical analysis of the student's own cultural value and that of the Japanese • Identify society, traditions, culture, and practical daily information of Japan. • Appraise and interpret the contribution of women in Japan in terms of society, language, and culture	• Demonstrate an understanding of language as the primary expression of culture • Compare and contrast the basic grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture • Recognize and construct the sentence patterns in the beginner level function of Japanese language within the range of the second quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading, and writing skills • Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the beginner level of the Japanese language and engage in critical analysis of the student's own cultural value and that of the Japanese • Identify society, traditions, culture, and practical daily information of Japan. • Appraise and interpret the contribution of women in Japan in terms of society, language, and culture

Changed	Field	Current Version	Proposed Version
	CSLOs		

CSLOs	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce a total of 86 Kanji), an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as traveling, visiting friends, weather, directions, college student's life, description, family and foods.	**CSLOs**	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce a total of 86 Kanji), an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as traveling, visiting friends, weather, directions, college student's life, description, family and foods.
Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

CSLOs	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.	**CSLOs**	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

CSLOs	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.	**CSLOs**	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

CSLOs	Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).	**CSLOs**	Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).
Expected SLO Performance	0.0	**Expected SLO Performance**	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Demonstrate an understanding of language as the primary expression of culture 1. Natural environment and language 2. Community, society and language 3. Religions, philosophy, and language 2. Compare and contrast the basic grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture 1. More functions of relationals, particles/postposition 2. Verbs: 1. Suggestion forms (-mashoo, -mashoo ka) 2. TE-form of verbs (request form, asking for permission, giving permission, prohibition, describing a sequence of events or actions, joining sentences) 3. Dictionary form of verbs (informal speech, quotation of a person's utterance or thoughts) 4. Plain negative imperfect tense form 5. Nominalized verbs in subject position 3. Adjectives: 1. Non-past/imperfect and past/perfect form of adjectives and adjectival nouns 2. Non-past/imperfect and past/perfect negative forms of adjectives and adjectival nouns 4. Counters: 1. Counting flat objects 2. Counting people 5. Kinship Terms: 1. In-group 2. Out-group 6. Stem form of verb + motion verbs (iku, kuru, kaeru) 7. Explaining the reason or the cause of a situation (--kara) 3. Recognize and construct the sentence patterns in the beginner level function of Japanese language within the range of the second quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading, and writing skills 1. Formulate sentence: 1. Affirmative and negative expressions 2. Question sentences 3. Imperfect and perfect tenses 2. Correctly use more vocabulary and reasoning strategies for unknown vocabulary	1. Demonstrate an understanding of language as the primary expression of culture 1. Natural environment and language 2. Community, society and language 3. Religions, philosophy, and language 2. Compare and contrast the basic grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture 1. More functions of relationals, particles/postposition 2. Verbs: 1. Suggestion forms (-mashoo, -mashoo ka) 2. TE-form of verbs (request form, asking for permission, giving permission, prohibition, describing a sequence of events or actions, joining sentences) 3. Dictionary form of verbs (informal speech, quotation of a person's utterance or thoughts) 4. Plain negative imperfect tense form 5. Nominalized verbs in subject position 3. Adjectives: 1. Non-past/imperfect and past/perfect form of adjectives and adjectival nouns 2. Non-past/imperfect and past/perfect negative forms of adjectives and adjectival nouns 4. Counters: 1. Counting flat objects 2. Counting people 5. Kinship Terms: 1. In-group 2. Out-group 6. Stem form of verb + motion verbs (iku, kuru, kaeru) 7. Explaining the reason or the cause of a situation (--kara) 3. Recognize and construct the sentence patterns in the beginner level function of Japanese language within the range of the second quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading, and writing skills 1. Formulate sentence: 1. Affirmative and negative expressions 2. Question sentences 3. Imperfect and perfect tenses 2. Correctly use more vocabulary and reasoning strategies for unknown vocabulary

Changed	Field	Current Version	Proposed Version

> 3. Understand more idiomatic speech patterns in the conversation
> 4. Develop reading strategies through more sophisticated authentic texts
> 5. Demonstrate accurate writing skills within the framework of grammar and vocabulary in the second-quarter level of Japanese language in Hiragana, Katakana, and Kanji.
>> 1. Descriptions of situations
>> 2. Expressions of one's emotions
>> 3. Demonstration of creative thought: Engagement in the thinking, judging, and verifying process in Japanese language.
> 6. Demonstrate speaking with reasonably accurate pronunciation and natural, near native speed
>> 1. Correct usage of learned structures and expressions
>> 2. Clear pronunciation
> 7. Demonstrate listening comprehension skills by listening to native speaker's moderately deliberate speed.
4. Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the beginner level of the Japanese language and engage in critical analysis of the student's own cultural value and that of the Japanese
> 1. Develop historical knowledge of social and cultural movements in Japan and how they correspond to those in English speaking countries.
>> 1. Investigate how written sources have been influencing change in Japan
>>> 1. Chinese language in vocabulary and writing
>>> 2. Application of Kanji to the original Yamato language
>> 2. Investigate how English and other western languages have influenced Japanese language
>>> 1. Foreign vocabulary into Japanese accent
>>> 2. Foreign vocabulary in various translation in Japanese
> 2. Understand the cultural and traditional values of Japanese, and compare and contrast the student's own value with those of Japanese.
> 3. Analyze the socio-cultural conditions that influence the Japanese language
>> 1. Evolution of Japanese language in society.
>> 2. Variation of speech patterns based on age, gender, class,

Proposed Version (same content):

> 3. Understand more idiomatic speech patterns in the conversation
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Changed	Field	Current Version	Proposed Version

and societal roles

3. Honorific expressions: respect, polite, humble, honorific prefix and suffix
4. Concept of in-group and out-group on the kinship terms.
5. Customer-vender relationship
6. Sequence of premise and conclusion expression in the Japanese mind

5. Identify society, traditions, culture, and practical daily information of Japan.
   1. Okinawa
      1. Historical background
      2. Geography
   2. Japanese Festivals
      1. Sapporo Snow Festival
      2. Kyoto Gion Festival
      3. Aomori Nebuta Festival
      4. Tokushima Awa Dance Festival
      5. Sendai Tanabata Festival
   3. Students' life in Tokyo
      1. Shibuya-ward area and statue of Hachiko dog
      2. Students' part-time job
   4. Postal Services in Japan
   5. Transportation in Japan
   6. Foods in Japan
      1. Traditional Japanese Foods
      2. Foreign dishes

6. Appraise and interpret the contribution of women in Japan in terms of society, language, and culture
   1. Examine women's roles in Japan's past and present
   2. Examine how women contributed in the development of language and culture in Japan
      1. Kabuki originated by women-- Izumo no Okuni
      2. Japanese women writers

Current Version (Proposed Version identical):

and societal roles

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   3. Students' life in Tokyo
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Changed	Field	Current Version	Proposed Version
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

| **Req/Adv** | | | |

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	JAPN D001. (equivalent to one year of high school Japanese) or equivalent	JAPN D001. (equivalent to one year of high school Japanese) or equivalent
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

Changed	Questions	Current Version	Proposed Version
	EWRT D001A or EWRT D01AH or ESL D005. If this is the requisite for the course, complete the objective(s) below. If this requisite is being removed, provide an explanation as to why.	No Value	No Value
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	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 4: Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the beginner level of the Japanese language and engage in critical analysis of the student's own cultural value and that of the Japanese.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Outline D: Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the beginner level of the Japanese language and engage in critical analysis of the student's own cultural value and that of the Japanese.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Outline D.2: Understand the cultural and traditional values of Japanese, and compare and contrast the student's own value with those of Japanese.
❗	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Outline E: Identify society, traditions, culture, and practical daily information of Japan.
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Outline F.2: Examine how women contributed in the development of language and culture in Japan.
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Outline D.3: Analyze the socio-cultural conditions that influence the Japanese language.
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Outline F.1: Examine women's roles in Japan's past and present.
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Outline B: Compare and contrast the basic grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Outline D.3.f: Sequence of premise and conclusion expression in the Japanese mind.

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

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
	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
	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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline C: Recognize and construct the sentence patterns in the beginner level function of Japanese language within the range of the second quarter level, and reinforce the ability to communicate in the Japanese language by practicing listening, speaking, reading, and writing skills.
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation F: Participation is assessed based on contributions to class discussions and active engagement in group collaborative exercises, including written work and presentations.
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline D: Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the beginner level of the Japanese language and engage in critical analysis of the student's own cultural value and that of the Japanese.

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 F: Appraise and interpret the contribution of women in Japan in terms of society, language, and culture.
❗	**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 D.1: Develop historical knowledge of social and cultural movements in Japan and how they correspond to those in English speaking countries.
❗	**Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation E: Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of Japanese culture by analyzing and comparing them to one's own culture(s).

Comments

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

Changed	Questions	Current Version	Proposed Version
	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: Dean of Online Learning**	No Value	(see sub-table below)

Proposed Version for Stage 8:

Date	Name - Role OR Part - Tab	Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
2/19/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -Please clarify acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y
2/19/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Modality	Required	Please indicate the course modality as Online and Hybrid.	Y

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	JAPN 002	JAPN 002
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	JAPND002.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000355258

Articulation

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

De Anza College
Change Report
03/13/2025

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	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
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.
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 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Huafu Liu

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	JAPND003.	JAPND003.
	Course Control Number	CCC000377484	CCC000377484
	Course Title (CB02)	Elementary Japanese (Third Quarter)	Elementary Japanese (Third Quarter)
	Short Course Title	ELEM JAPANESE (3RD QTR)	ELEM JAPANESE (3RD QTR)
	TOP Code (CB03)	1108.00	1108.00 Japanese
	CIP Code	Japanese Language and Literature	16.0302 Japanese Language and Literature
	Department	JAPN - Japanese	JAPN - Japanese
❗	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	A continuation of the introduction to the Japanese language and culture with further development of materials presented in JAPN D001. and JAPN D002. Emphasis will be on acquisition of the third-quarter high beginner level of four language skills (listening, speaking, reading and writing) as well as sociocultural knowledge which plays an important role in communicating in the target language. Oral practice based on an understanding of the language structure will be further emphasized. Fifty-nine more kanji, Sino-Japanese characters will be introduced. Students are expected to integrate three writing systems in order to demonstrate authentic writing skills.	A continuation of the introduction to the Japanese language and culture with further development of materials presented in JAPN D001. and JAPN D002. Emphasis will be on acquisition of the third-quarter high beginner level of four language skills (listening, speaking, reading and writing) as well as sociocultural knowledge which plays an important role in communicating in the target language. Oral practice based on an understanding of the language structure will be further emphasized. Fifty-nine more kanji, Sino-Japanese characters will be introduced. Students are expected to integrate three writing systems in order to demonstrate authentic writing skills.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Foreign Languages
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - JAPANESE

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza and Cal-GETC. It belongs to the Certificate of Achievement-Advanced in Global Studies. It is also UC and CSU transferable. It is the third quarter high-beginner level functions of the Japanese language.	This course meets a general education requirement for De Anza and Cal-GETC. It belongs to the Certificate of Achievement-Advanced in Global Studies. It is also UC and CSU transferable. It is the third quarter high-beginner level functions of the Japanese language.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program

Associated Program	Asian American Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Asian American Studies
Award Type	Certificate of Achievement (COA)

Associated Program	Asian American Studies (In Development)
Award Type	Certificate of Achievement (COA)

Associated Program	Asian American Studies (In Development)
Award Type	Certificate of Achievement (COA)

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	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 (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 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

Changed Field	Current Version		Proposed Version	
	Associated Program	Global Studies for Transfer (In Development)	**Associated Program**	Global Studies for Transfer (In Development)
	Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	**Award Type**	Associate in Arts for Transfer (A.A.-T.) Degree
	Associated Program	IGETC	**Associated Program**	IGETC
	Award Type	Certificate of Achievement-Advanced (COA-A)	**Award Type**	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Japanese Language and Culture (In Development)	**Associated Program**	Japanese Language and Culture (In Development)
	Award Type	Certificate of Achievement (COA)	**Award Type**	Certificate of Achievement (COA)
	Associated Program	Liberal Arts (Arts and Letters Emphasis)	**Associated Program**	Liberal Arts (Arts and Letters Emphasis)
	Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree
	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	**Associated Program**	Liberal Arts (Arts and Letters Emphasis) (In Development)
	Award Type	Associate in Arts (A.A.) Degree	**Award Type**	Associate in Arts (A.A.) Degree
	Associated Program	World Languages and Culture	**Associated Program**	World Languages and Culture
	Award Type	Certificate of Achievement-Advanced (COA-A)	**Award Type**	Certificate of Achievement-Advanced (COA-A)
	Associated Program	World Languages and Culture (In Development)	**Associated Program**	World Languages and Culture (In Development)

Changed	Field	Current Version		Proposed Version	
		Award Type	Certificate of Achievement-Advanced (COA-A)	**Award Type**	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Approved	Approved
	GE Information		

System/Institution	Cal-GETC	**System/Institution**	Cal-GETC
Area(s)	• CA3B - Approved.	**Area(s)**	• CA3B - Approved.
-	No value	**-**	No value

System/Institution	De Anza GE	**System/Institution**	De Anza GE
Area(s)	• 2G3X - Approved.	**Area(s)**	• 2G3X - Approved.
-	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
	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

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	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** Methods of Instruction
		Methods of Instruction Lecture and visual aids Discussion and problem solving performed in class In-class exploration of internet sites Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises	**Methods of Instruction** Lecture and visual aids Discussion and problem solving performed in class In-class exploration of internet sites Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises

Changed	Field	Current Version	Proposed Version

	Assignments	1. Textbook readings that demonstrate the correct use of the third quarter elementary-level language functions.
		2. Textbook and workbook exercises that reinforce the correct use of written and spoken Japanese of the third quarter elementary-level language functions.
		3. Audio-visual and internet materials that reinforce the skills of the third quarter elementary level for reading, writing, speaking, and listening.
		4. Writing assignments that demonstrate the correct use of the third quarter elementary-level written language functions.
		5. Oral presentations that demonstrate the correct use of the third quarter elementary-level oral language functions.
		6. Culture learning including audio-visual and online assignments as well as in-class oral presentations.
		   1. Ainu in Hokkaido
		   2. History and culture of Okinawa
		   3. Other any regional culture in Japan
		   4. Climate variations in Japan
			1. Textbook readings that demonstrate the correct use of the third quarter elementary-level language functions.
			2. Textbook and workbook exercises that reinforce the correct use of written and spoken Japanese of the third quarter elementary-level language functions.
			3. Audio-visual and internet materials that reinforce the skills of the third quarter elementary level for reading, writing, speaking, and listening.
			4. Writing assignments that demonstrate the correct use of the third quarter elementary-level written language functions.
			5. Oral presentations that demonstrate the correct use of the third quarter elementary-level oral language functions.
			6. Culture learning including audio-visual and online assignments as well as in-class oral presentations.
			   1. Ainu in Hokkaido
			   2. History and culture of Okinawa
			   3. Other any regional culture in Japan
			   4. Climate variations in Japan

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

Changed	Field	Current Version		Proposed Version	
		Methods of Evaluation	1. Homework assignments (Textbook and workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson. 2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible simple phrases or sentences regarding familiar topics to reflect a working command of core vocabulary and language structures. 3. Mid-term examination: an individual written and listening performance will be evaluated on the basis of the correct use of the vocabulary and sentence patterns, the listening comprehension skills, and immediate responsive aptitude. 4. Final examination: Two section-examination comprised of (1) an individual written performance and (2) individual/group oral presentation or	**Methods of Evaluation**	1. Homework assignments (Textbook and workbook exercises and other resources) will be evaluated on the basis of correct usage of language functions and studies in each lesson. 2. Oral and written chapter tests will be evaluated on the basis of composing comprehensible simple phrases or sentences regarding familiar topics to reflect a working command of core vocabulary and language structures. 3. Mid-term examination: an individual written and listening performance will be evaluated on the basis of the correct use of the vocabulary and sentence patterns, the listening comprehension skills, and immediate responsive aptitude. 4. Final examination:

Changed	Field	Current Version	Proposed Version
		interview with the instructor. Evaluation will be based on producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. 5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of Japanese culture by analyzing and comparing them to one's own culture(s). 6. Participation based on contribution to class discussion and collaborative exercises.	Two section-examination comprised of (1) an individual written performance and (2) individual/group oral presentation or interview with the instructor. Evaluation will be based on producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures. 5. Oral presentation on cultural topics will be evaluated on the basis of demonstrating a cursory grasp of Japanese culture by analyzing and comparing them to one's own culture(s). 6. Participation is assessed based on contributions to class discussions and active engagement in group collaborative exercises, including written

Changed	Field	Current Version	Proposed Version
			work and presentations.
❗	**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	Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K. Genki I: An Integrated Course in Elementary Japanese, 2nd Edition. Tokyo: The Japan Times, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K. Genki I: An Integrated Course in Elementary Japanese, 2nd Edition, Workbook. Tokyo: The Japan Times, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Scearce, Tazumi. Step and Solution for Learn Japanese New College Text II: Communicative Approach and Cultural Analysis, 2013.
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version:

Title	Genki Textbook Volume 1, 3rd edition (Genki (1)) (Multilingual Edition) (Japanese Edition)
Author	Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K.
Publisher	Tokyo, The Japan Times.
Date/Edition	2020/The Third Edition
ISBN	No value

Title	Genki Workbook Volume 1, 3rd edition (Genki (1)) (Multilingual Edition) (Japanese Edition)
Author	Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K.
Publisher	Tokyo, The Japan Times.
Date/Edition	2020/The Third Edition
ISBN	No value

Changed	Field	Current Version	Proposed Version

Title	No value
Author	Miyagi, S. Et. Al. Mainichi no Kikitori 50-nichi II (Daily listening for 50 days). Tokyo: Bonjinsha, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Association of Kaigai Gijutsusha Kenshu. Min'na no Nihongo: Beginner I, 2nd Edition. Tokyo: 3 A Network, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Kamiya, T. Japanese Sentence Patterns for Effective Communication: A Self-Study Course and Reference. New York: Kodansha USA, 2012.
May include, but are not limited to	No value

Reading List	Rubin, J. Making Sense of Japanese: What the Textbooks Don't Tell You. New York: Kodansha International, 2013.
May include, but are not limited to	No value

Reading List	Chino, N. A Dictionary of Basic Japanese Sentence Patterns: Nihon-go Kihon Bunkei Jiten. Tokyo: Kodansha International, 2013.
May include, but are not limited to	No value

Reading List	Nemoto, M. Hiroko-san no Tanoshii Nihongo II. Tokyo: Bonjinsha, 2013.

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Heising, J. Remembering the Kanji 1: A Complete Course on How Not to Forget the Meaning and Writing of Japanese characters, 6th Edition. Honolulu: University of Hawaii Press, 2011.	
	May include, but are not limited to	No value	
	Reading List	Morton, S.W & Olenik, K.J. Japan: Its History and Culture. New York: McGraw-Hill, Inc. 2005	
	May include, but are not limited to	No value	
	Reading List	http://genki.japantimes.co.jp/	
	May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version
	Reading List	Lebra, T.S. The Japanese Self in Cultural Logic. Honolulu: University of Hawaii Press, 2004.	
	May include, but are not limited to	No value	
	Reading List	Reischauer, Edwin O. and Jansen, Marius B. The Japanese Today: Change and the Continuity. Enlarged Edition. Cambridge, Massachusetts: The President and Fellows of Harvard College, 1995.	
	May include, but are not limited to	No value	
	Reading List	Schwartz, E. and Ezawa, R. Everyday Japanese: A Basic Introduction to the Japanese Language and Culture. Lincolnwood, IL: NTC Contemporary Publishing Group, Inc., 1998.	
	May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version
	Reading List	Accompanying CD-ROM: Banno, E., Ikeda, Y., Ohno, Y., Shinagawa, C. & Tokashi, K. Genki I: An Integrated Course in Elementary Japanese, 2nd Edition. Tokyo: The Japan Times, 2011	
	May include, but are not limited to	No value	
	Reading List	Munro, N.G. Iyomande: The Ainu Bear Festival. (EAJ0132) Video collection of the East Asian Regional Materials and Resources Center, San Jose State University.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Demonstrate a deeper understanding of language as the primary expression of culture. - Demonstrate a deeper understanding of grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture. - Recognize, construct, and formulate the sentence patterns in the high beginner level of Japanese language within the range of the third quarter level, and reinforce the ability to communicate in Japanese language by practicing listening, speaking, reading, and writing skills - Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the high beginner level of Japanese language, and engage in critical analysis of the student's own cultural value and that of the Japanese - Identify society, traditions, culture, and practical daily information of Japan. - Appraise and interpret the contribution of women and minorities in Japan in terms of society, language, and culture at a third quarter elementary-level.	- Demonstrate a deeper understanding of language as the primary expression of culture. - Demonstrate a deeper understanding of grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture. - Recognize, construct, and formulate the sentence patterns in the high beginner level of Japanese language within the range of the third quarter level, and reinforce the ability to communicate in Japanese language by practicing listening, speaking, reading, and writing skills - Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the high beginner level of Japanese language, and engage in critical analysis of the student's own cultural value and that of the Japanese - Identify society, traditions, culture, and practical daily information of Japan. - Appraise and interpret the contribution of women and minorities in Japan in terms of society, language, and culture at a third quarter elementary-level.

Changed	Field	Current Version	Proposed Version
	CSLOs		

CSLOs	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 59 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as public transportation in Japan, Japanese traditional culture, climate, classroom, and health.
Expected SLO Performance	0.0

CSLOs	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 59 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as public transportation in Japan, Japanese traditional culture, climate, classroom, and health.
Expected SLO Performance	0.0

CSLOs	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
Expected SLO Performance	0.0

CSLOs	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
Expected SLO Performance	0.0

Changed	Field	Current Version	Proposed Version

CSLOs | Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

Expected SLO Performance | 0.0

CSLOs | Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.

Expected SLO Performance | 0.0

CSLOs | Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).

Expected SLO Performance | 0.0

CSLOs | Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).

Expected SLO Performance | 0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Demonstrate a deeper understanding of language as the primary expression of culture.
		   1. Examine and recognize the relationship between language, thought, and culture.
		   2. Examine the evolution and transition of the Japanese language from the classical Japanese language to the modern Japanese language
		2. Demonstrate a deeper understanding of grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture.
		   1. Additional functions and meaning of particles and relationals
		   2. Verbs:
		     1. TA form of verbs
		     2. Plain negative perfect tense form
		     3. Present perfect
		   3. Relative clauses
		   4. Adjective or Adjectival Noun + no (pronoun)
		   5. Dictionary form of verb (or plain negative form of verb) + tsumori da (one plans or not plan to do ~)
		   6. Adjective, adjectival noun or noun + naru (to become ~)
		   7. Stem form of verb + Adjectival derivative (-tai).
		   8. Superlative and comparative
		   9. Patterns of obligation and necessity
		   10. Provisional forms
		   11. Activities or events as examples (-tari, -tari)
		   12. Patterns of explanation (- n desu)
		   13. Patterns to show one's experience (- koto ga aru)
			1. Demonstrate a deeper understanding of language as the primary expression of culture.
			   1. Examine and recognize the relationship between language, thought, and culture.
			   2. Examine the evolution and transition of the Japanese language from the classical Japanese language to the modern Japanese language
			2. Demonstrate a deeper understanding of grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture.
			   1. Additional functions and meaning of particles and relationals
			   2. Verbs:
			     1. TA form of verbs
			     2. Plain negative perfect tense form
			     3. Present perfect
			   3. Relative clauses
			   4. Adjective or Adjectival Noun + no (pronoun)
			   5. Dictionary form of verb (or plain negative form of verb) + tsumori da (one plans or not plan to do ~)
			   6. Adjective, adjectival noun or noun + naru (to become ~)
			   7. Stem form of verb + Adjectival derivative (-tai).
			   8. Superlative and comparative
			   9. Patterns of obligation and necessity
			   10. Provisional forms
			   11. Activities or events as examples (-tari, -tari)
			   12. Patterns of explanation (- n desu)
			   13. Patterns to show one's experience (- koto ga aru)

Changed	Field	Current Version	Proposed Version

14. Compound verbs, adjectives, adjectival nouns (with -sugiru) to show excessive state
15. Patterns of giving advice (-hoo ga ii)
16. Patterns of making guesses or predictions (- deshoo, -daroo)
17. Patterns of giving reasons for situation (- node)

3. Recognize, construct, and formulate the sentence patterns in the high beginner level of Japanese language within the range of the third quarter level, and reinforce the ability to communicate in Japanese language by practicing listening, speaking, reading, and writing skills
    1. Formulate questions and answers about simple, everyday situations
    2. Correctly use basic vocabulary and flexibly create strategies for unknown vocabulary via the contexts
    3. Understand and formulate basic idiomatic speech
    4. Develop reading strategies for more sophisticated authentic texts
    5. Demonstrate writing skills within the framework of the grammar and vocabulary studied using Hiragana, Katakana, and Kanji.
    6. Present language skills with accuracy at near-native speed for the studied level
        1. Correct usage of learned structures and expressions
        2. Clear pronunciation
        3. Demonstrate creative thought
    7. Further demonstrate listening comprehension

Changed	Field	Current Version	Proposed Version

skills by listening to native speaker's moderately deliberate speed.

4. Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the high beginner level of Japanese language, and engage in critical analysis of the student's own cultural value and that of the Japanese
   1. Develop historical knowledge of minority culture in Japan
   2. Investigate historically how Japanese dealt with the geological formation and weather in Japan
   3. Understand the cultural and traditional values of Japanese, and compare and contrast the student's own value with those of Japanese.
   4. Analyze socio-cultural conditions that influence the Japanese language
      1. Variation of speech patterns based on age, gender, class, and societal roles
      2. Honorific expressions: respect, polite, and humble
      3. Double negation as normal or humble usage
   5. Further examine and identify how foreign languages have influenced Japanese language and culture
      1. Chinese language in vocabulary and writing
      2. Application of Kanji to the Yamato language

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skills by listening to native speaker's moderately deliberate speed.

4. Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the high beginner level of Japanese language, and engage in critical analysis of the student's own cultural value and that of the Japanese
   1. Develop historical knowledge of minority culture in Japan
   2. Investigate historically how Japanese dealt with the geological formation and weather in Japan
   3. Understand the cultural and traditional values of Japanese, and compare and contrast the student's own value with those of Japanese.
   4. Analyze socio-cultural conditions that influence the Japanese language
      1. Variation of speech patterns based on age, gender, class, and societal roles
      2. Honorific expressions: respect, polite, and humble
      3. Double negation as normal or humble usage
   5. Further examine and identify how foreign languages have influenced Japanese language and culture
      1. Chinese language in vocabulary and writing
      2. Application of Kanji to the Yamato language

Changed	Field	Current Version	Proposed Version

		3. European languages and application to Katakana expressions
		5. Identify society, traditions, culture, and practical daily information of Japan.
		   1. Japanese Traditional Culture
		     1. Kabuki
		     2. Bunraku (Puppet theater)
		     3. Rakugo (Humorous storytelling)
		     4. Noh (Masked musical drama)
		     5. Sumo (Sumo wrestling)
		     6. Judo
		     7. Kendo (Japanese fencing)
		     8. Sado (Tea ceremony)
		     9. Kado (Flower arrangement)
		     10. Shodo (Calligraphy)
		   2. Transportation information
		     1. Japan Railroad Train
		     2. Tokyo Station
		     3. Traffic rules in Japan
		     4. Japan Rail Pass
		     5. Seishun 18 Kippu
		     6. Highway buses
		     7. Types of tickets and seats
		     8. Types of trains
		     9. Places in stations
		   3. New Year's
		     1. Oomisoka (New Year's Eve)
		     2. Nengajoo (Greeting cards)
		     3. Toshikoshi soba (Buckwheat noodles)
		     4. Hatsumoode (First worship of the year)
		     5. Osechi Ryoori (Special dishes for New Year's)
		   4. The Japanese Climate
		     1. Regional differences
			3. European languages and application to Katakana expressions
			5. Identify society, traditions, culture, and practical daily information of Japan.
			   1. Japanese Traditional Culture
			     1. Kabuki
			     2. Bunraku (Puppet theater)
			     3. Rakugo (Humorous storytelling)
			     4. Noh (Masked musical drama)
			     5. Sumo (Sumo wrestling)
			     6. Judo
			     7. Kendo (Japanese fencing)
			     8. Sado (Tea ceremony)
			     9. Kado (Flower arrangement)
			     10. Shodo (Calligraphy)
			   2. Transportation information
			     1. Japan Railroad Train
			     2. Tokyo Station
			     3. Traffic rules in Japan
			     4. Japan Rail Pass
			     5. Seishun 18 Kippu
			     6. Highway buses
			     7. Types of tickets and seats
			     8. Types of trains
			     9. Places in stations
			   3. New Year's
			     1. Oomisoka (New Year's Eve)
			     2. Nengajoo (Greeting cards)
			     3. Toshikoshi soba (Buckwheat noodles)
			     4. Hatsumoode (First worship of the year)
			     5. Osechi Ryoori (Special dishes for New Year's)
			   4. The Japanese Climate
			     1. Regional differences

Changed	Field	Current Version	Proposed Version

		2. Tsuyu (Rainy season)
		3. Typhoon
		5. Health and Illness
		  1. Clinics and hospitals
		  2. Illness and Injuries
		6. Appraise and interpret the contribution of women and minorities in Japan in terms of society, language, and culture at a third quarter elementary-level.
		  1. Ainu in Hokkaido, a northern island and their language and culture
		  2. People in Okinawa and their local culture
		  3. Court noble women writers in Kyoto
			2. Tsuyu (Rainy season)
			3. Typhoon
			5. Health and Illness
			  1. Clinics and hospitals
			  2. Illness and Injuries
			6. Appraise and interpret the contribution of women and minorities in Japan in terms of society, language, and culture at a third quarter elementary-level.
			  1. Ainu in Hokkaido, a northern island and their language and culture
			  2. People in Okinawa and their local culture
			  3. Court noble women writers in Kyoto

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

Blue Form

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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	JAPN D002. (equivalent to two years of high school Japanese) or equivalent	JAPN D002. (equivalent to two years of high school Japanese) or equivalent
	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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	No Value
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value
	General Course Statement(s):	(See general education pages for the requirements this course meets.)	(See general education pages for the requirements this course meets.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

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	Outline D: Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the high beginner level of Japanese language, and engage in critical analysis of the student's own cultural value and that of the Japanese.
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Outline F: Appraise and interpret the contribution of women and minorities in Japan in terms of society, language, and culture at a third quarter elementary-level.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Outline E: Appraise and interpret the contribution of women and minorities in Japan in terms of society, language, and culture at a third quarter elementary-level.
❗	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Outline D.5: Further examine and identify how foreign languages have influenced Japanese language and culture.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Outline D.4: Analyze socio-cultural conditions that influence the Japanese language.
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Outline E: Identify society, traditions, culture, and practical daily information of Japan.
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Outline D.2: Investigate historically how Japanese dealt with the geological formation and weather in Japan.
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Outline D.3: Understand the cultural and traditional values of Japanese, and compare and contrast the student's own value with those of Japanese.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Outline D.4: Analyze socio-cultural conditions that influence the Japanese language.

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

Changed	Questions	Current Version	Proposed Version
	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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Outline C: Recognize, construct, and formulate the sentence patterns in the high beginner level of Japanese language within the range of the third quarter level, and reinforce the ability to communicate in Japanese language by practicing listening, speaking, reading, and writing skills.
❗	**Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation F: Participation is assessed based on contributions to class discussions and active engagement in group collaborative exercises, including written work and presentations.

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	Outline B: Demonstrate a deeper understanding of grammatical differences between Japanese and English, and analyze how it influences the cognitive patterns of communication and the societal thought of each culture.
❗	**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 F: Appraise and interpret the contribution of women and minorities in Japan in terms of society, language, and culture at a third quarter elementary-level.
❗	**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 D: Evaluate, interpret and appraise the historical and cultural development of Japan that affects communication patterns and cultural context in the high beginner level of Japanese language, and engage in critical analysis of the student's own cultural value and that of the Japanese.

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	Methods of Evaluation D: Final examination: Two section-examination comprised of (1) an individual written performance and (2) individual/group oral presentation or interview with the instructor. Evaluation will be based on producing comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.

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**	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			2/19/25	Basic Course Information	Attachments	Required	Make sure your entries match what is in your course. Example: " Methods of Evaluation D: Recognize, construct, and formulate the sentence patterns in the high beginner level of Japanese language within the range of the third quarter level, and reinforce the ability to communicate in Japanese language by practicing listening, speaking, reading, and writing skills. " This is not what is listed under Methods of Evaluation D in JAPN 3.	Y

Changed	Questions	Current Version	Proposed Version					
❗	**Stage 8: Dean of Online Learning**	No Value	**Date**	**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			2/28/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Proposal Details – Attachments: Hybrid Course Delivery Request	Required	-Please adjust percentages of hybrid face-to-face. It cannot be 100% otherwise it would not be a Hybrid course (suggestion 50% to 90%) -Please adjust explanation on question 6 of the form to match correct percentages. -Please clarify acronyms "ACT" and "DDS" on question #12 of the form. Most likely, only DSPS will be a resource.	Y
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	JAPN 003	JAPN 003
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw	- Requisite change appr. 1/17/23 (effect. F23).-cc - Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	JAPND003.
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000377484

Articulation

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

De Anza College
Change Report
04/15/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Rachel Catuiza
	Course ID (CB01A and CB01B)	KNESD012D	KNESD012D
	Course Control Number	CCC000597466	CCC000597466
	Course Title (CB02)	Beginning Karate	Beginning Karate
	Short Course Title	BEGINNING KARATE	BEGINNING KARATE
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General

Changed	Field	Current Version	Proposed Version
	Department	KNES - Kinesiology	KNES - Kinesiology
❗	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	Course Description	An introduction to the discipline of Kinesiology through the discipline of karate. Includes, a global and historical examination of the sport, rules, equipment, and etiquette. Students will analyze and demonstrate the application of traditional Japanese Shotokan karate techniques including blocking, punching, kicking striking, and stances. Students will strive to understand and apply basic exercise physiology, nutrition, flexibility, and strength concepts in an effort to improve their physical condition. Considerations for the variables that occur due to age, gender, and physical conditions will be covered.	~~An~~ This course is an introduction to the discipline of ~~Kinesiology through the discipline~~ beginning of ~~karate.~~ ~~Includes,~~ karate, which includes, a global and historical examination of the sport, rules, equipment, and etiquette. Students will analyze and demonstrate the application of traditional Japanese Shotokan karate techniques including blocking, punching, kicking striking, and stances. Students will strive to understand and apply basic exercise physiology, nutrition, flexibility, and strength concepts in an effort to improve their physical condition. Considerations for the variables that occur due to age, gender, and physical conditions will be covered.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	FSA	No value	• FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D002A and P E D02AX respectively.)	(Formerly P E D002A and P E D02AX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza. In addition, this course meets the transfer requirements to CSU and UC. This course teaches beginning level skills in the etiquette, terminology, dynamic fundamental techniques, practice forms (kata) and practical application drills used in the Japanese system of Shotokan karate.	This course meets a general education requirement for De Anza. In addition, this course meets the transfer requirements to CSU and UC. This course teaches beginning level skills in the etiquette, terminology, dynamic fundamental techniques, practice forms (kata) and practical application drills used in the Japanese system of Shotokan karate.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	PHED F017A	PHED F017A
	Does the course have a Foothill equivalent?	Yes	Yes

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

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

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

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

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

Associated Program	For Testing - Do not Advance - Kinesiology for Transfer	
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	

Associated Program	For Testing - Do not Advance - Kinesiology for Transfer	
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	

Associated Program	For Testing - Do not Advance - Kinesiology for Transfer	
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	

Associated Program	For Testing - Do not Advance - Kinesiology for Transfer	
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	

Associated Program	For Testing - Do not Advance - Kinesiology for Transfer (In Development)	
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	

Associated Program	For Testing - Do not Advance - Kinesiology for Transfer (In Development)	
Award Type	Associate in Arts for Transfer (A.A.-T.) Degree	

Changed	Field	Current Version	Proposed Version

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

Associated Program	Kinesiology for Transfer (In Development)	**Associated Program**	Kinesiology for Transfer (In Development)
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)	• 2G7A - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G7A - 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	2	2
	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	24	24
	Lecture Hours - Course In-Class (Contact) per Term	0	0

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	0	0
	Laboratory Hours - Course In-Class (Contact) per Term	24	24
	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	24	24
	Total - Course Out-of-Class Hours	0	0
	Total Credit Units - Minimum Credit Units	0.5	0.5
	Total Credit Units - Maximum Credit Units	0.5	0.5

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	-	0

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	24	24
	Total Contact Hours per Term	-	0
	Total Credit Units	0.5	0.5
	Minimum Credit Units	0.5	0.5
	Maximum Credit Units	0.5	0.5

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

Changed	Field	Current Version	Proposed Version
❗	**Assignments**	1. Reading 　1. Selected readings from the class text "Fit and Well" by Fahey, et al. Supplemental readings from karate/martial arts books. 　2. Media sources 　3. Review instructor generated handouts on karate etiquette, the history of karate and Japanese terminology as it relates to karate. 2. Writing 　1. Training journal: Students will keep a written journal including notes on training methodologies and detailed comments about the techniques, handouts and individual research. 　2. Written essay based upon the textbook "Fit and Well" and class handouts relating strength, endurance, flexibility and power to fundamental karate techniques and kata. 3. Skill Acquisition 　1. Practice physical skills (fundamental blocking, punching and kicking techniques and their related stances) under instructor's guidance. 　2. Partner and small group physical and tactical skills practice to identify and improve upon the elements of timing, distancing, targeting and self defense applications. 　3. Verbal peer evaluation of skills acquisition of fundamental techniques and kata.	1. Reading 　1. Selected readings from the class text "Fit and Well" by Fahey, et al. Supplemental readings from karate/martial arts books. 　2. Media sources 　3. Review instructor generated handouts on karate etiquette, the history of karate and Japanese terminology as it relates to karate. 2. Writing 　1. Training journal: Students will keep a written journal including notes on training methodologies and detailed comments about the techniques, handouts and individual research. 　2. Written essay based upon the textbook "Fit and Well" and class handouts relating strength, endurance, flexibility and power to fundamental karate techniques and kata. 3. Skill Acquisition 　1. Practice physical skills (fundamental blocking, punching and kicking techniques and their related stances) under instructor's guidance. 　2. Partner and small group physical and tactical skills practice to identify and improve upon the elements of timing, distancing, targeting and self defense applications. 　3. Verbal peer evaluation of skills acquisition of fundamental techniques and karate.

Changed	Field	Current Version	Proposed Version

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. Blocking, punching and kicking skills techniques and training etiquette evaluated on accurate demonstration and application of skills. 2. Comprehensive final examination on the textbook "Fit and Well, the fundamental techniques, kata and Japanese terminology used in karate practice. 3. Evaluation of proper application of self defense scenarios (fundamental techniques and kata) graded on completeness. 4. Written essay based upon the textbook "Fit and Well" and handouts relating strength, endurance, flexibility and power to fundamental techniques and kata graded on content and completeness.	**Methods of Evaluation** 1. Blocking, punching and kicking skills techniques and training etiquette evaluated on accurate demonstration and application of skills. 2. Comprehensive final examination on the textbook "Fit and Well, the fundamental techniques, kata and Japanese terminology used in karate practice. 3. Evaluation of proper application of self defense scenarios (fundamental techniques and kata) graded on completeness. 4. Written essay based upon the textbook "Fit and Well" and handouts relating strength, endurance, flexibility and power to fundamental techniques and kata graded on content and completeness.

Changed	Field	Current Version	Proposed Version
		5. Written journal including notes on training methodologies and specific comments about the techniques, handouts and individual research graded on content and completeness. 6. Verbal peer evaluation graded on completion.	5. Written journal including notes on training methodologies and specific comments about the techniques, handouts and individual research graded on content and completeness. 6. Verbal peer evaluation graded on completion. 7. Group and partner collaboration on technique and skills.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Exercise clothing **Essential College Facilities:** • Large mat	**Essential Student Materials:** • Exercise clothing **Essential College Facilities:** • Large mat
❗	**Examples of Primary Texts and References**	**Title** — No value **Author** — Fahey, Insel, and Roth, "Fit and Well - Brief 13th ed." McGraw-Hill Publishing Co., San Francisco, CA; 2019. **Publisher** — No value **Date/Edition** — No value **ISBN** — No value	**Title** — Fit and Well **Author** — Fahey, Insel, and Roth **Publisher** — McGraw-Hill Publishing Co, San Francisco, CA, 2019 **Date/Edition** — 15th Edition, 2023 **ISBN** — No value

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Cook, Harry, "Shotokan Karate - A Precise History." Page Bros. Ltd., Norwich, England; 2001
May include, but are not limited to	No value

Reading List	Nakayama, Masatoshi, "Dynamic Karate." Kodansha International, Tokyo, Japan; 1996
May include, but are not limited to	No value

Reading List	Funakoshi, Gichin, "Karate-Do: My Way of Life." Kodansha America, Inc, New York, NY; Paperback ed. 1981
May include, but are not limited to	No value

Changed	Field	Current Version	Proposed Version
	Reading List	Link, Norman and Chou, Lily, "The Anatomy of Martial Arts; An illustrated Guide to the Muscles Used for Each Strike, Kick, and Throw," Ulysses Press, Berkeley, CA, 2011.	
	May include, but are not limited to	No value	
	Reading List	Kane, Lawrence and Wilder, Kris, "The Way of Kata: A Comprehensive Guide for Deciphering Martial Applications," YMAA Publication Center, Inc., Boston, MA, 2005.	
	May include, but are not limited to	No value	
	Reading List	Lowry, Dave, "The Karate Way: Discovering the Spirit of Practice," Shambhala Publications, Boston, MA, 2009.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Examine various aspects of the art of karate. - Employ the social etiquette and traditions involved in classroom training. - Demonstrate beginning level skill techniques of punching, striking, kicking, blocking, and self-defense. - Analyze and Practice Kata (training form Taikyoku Shodan) to gain a better understanding of the performance and practical application. - Create an understanding of the Japanese language as it applies to basic terminology and commands in the discipline of Karate. - Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition with consideration for the variables that occur due to age, gender and physical conditions. - Examine global, cultural and gender driven influences, landmark events that may have caused significant changes to the discipline of karate, its rules, techniques, etiquette, or equipment.	- Examine various aspects of the art of karate. - Employ the social etiquette and traditions involved in classroom training. - Demonstrate beginning level skill techniques of punching, striking, kicking, blocking, and self-defense. - Analyze and Practice Kata (training form Taikyoku Shodan) to gain a better understanding of the performance and practical application. - Create an understanding of the Japanese language as it applies to basic terminology and commands in the discipline of Karate. - Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition with consideration for the variables that occur due to age, gender and physical conditions. - Examine global, cultural and gender driven influences, landmark events that may have caused significant changes to the discipline of karate, its rules, techniques, etiquette, or equipment.

Changed	Field	Current Version	Proposed Version

CSLOs ❗

CSLOs	Apply knowledge of basic fitness concepts as they apply to health and fitness.
Expected SLO Performance	0.0

CSLOs	Demonstrate fundamental karate techniques at a beginning level.
Expected SLO Performance	0.0

CSLOs	Apply knowledge of basic fitness concepts related to health and fitness.
Expected SLO Performance	0.0

CSLOs	Demonstrate fundamental karate techniques at a beginning level.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Examine various aspects of the art of karate.
		   1. Physical techniques and study of movement.
		   2. Mental discipline.
		   3. Personal self-defense.
		   4. Character development
		   5. Spirit and competition.
		2. Employ the social etiquette and traditions involved in classroom training.
		   1. Addressing/acknowledging instructors, seniors and peers.
		   2. Attire and appearance.
		   3. Proper behavior during training in a class or seminar situation.
		3. Demonstrate beginning level skill techniques of punching, striking, kicking, blocking, and self-defense.
		   1. Employment and application of front stance, straddle stance and attention stances.
		      1. Weight distribution
		      2. Foot/knee positions
		      3. Posture
		   2. Application of rising block, downward block, and outside forearm block.
		      1. Arm placement
		      2. Stance and weight distribution
		      3. Posture
		      4. Awareness of attack
		   3. Application of straight punch and lunge punch.
		      1. Making a proper fist
		      2. Awareness of target
		   4. Application of backfist strike, hammer strike, elbow strike and palm-heel strike.
		      1. Arm and/or hand placement
			1. Examine various aspects of the art of karate.
			   1. Physical techniques and study of movement.
			   2. Mental discipline.
			   3. Personal self-defense.
			   4. Character development
			   5. Spirit and competition.
			2. Employ the social etiquette and traditions involved in classroom training.
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			      1. Making a proper fist
			      2. Awareness of target
			   4. Application of backfist strike, hammer strike, elbow strike and palm-heel strike.
			      1. Arm and/or hand placement

Changed	Field	Current Version	Proposed Version

          2. Understanding
             distance variances
          3. Choosing proper
             targets for different
             techniques
       5. Application of front snap
          kick and side snap kick.
          1. Foot placement
          2. Balance
             considerations
          3. Awareness of target
       6. Offensive and defensive
          strategies of self-defense.
          1. Tactics for one-on-
             one attacks
          2. Tactics for two-on-
             one attacks
          3. Tactics for weapon
             attacks
          4. Tactics for women
             and children
       7. Escaping techniques for
          self-defense
          1. Wrist grabs (single
             and double)
          2. Shoulder/arm grabs
   4. Analyze and Practice Kata
      (training form Taikyoku Shodan)
      to gain a better understanding of
      the performance and practical
      application.
          1. Proper
             arrangement/sequence of
             techniques
          2. Body placement
          3. Application(s) of each
             movement
          4. Proper breathing
          5. Rhythm and timing
          6. Kinematics of body
             movement
   5. Create an understanding of the
      Japanese language as it applies
      to basic terminology and
      commands in the discipline of
      Karate.
          1. Memorization of the
             Japanese terms for

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          distance variances
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   to basic terminology and
   commands in the discipline of
   Karate.
       1. Memorization of the
          Japanese terms for

Changed	Field	Current Version	Proposed Version
		common commands, phrases, and counting.	common commands, phrases, and counting.

<table>
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2. Basic understanding of the proper pronunciation and spelling.
3. Examination of the differences between the Japanese and English terminology and how they relate to each other.

6. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition with consideration for the variables that occur due to age, gender and physical conditions.
   1. Theories of anaerobic exercise.
   2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes of any ages, males and females.
      1. Balanced diet for wellness
      2. Pre-class meals
   3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes of any ages, males and females.
      1. Techniques for overall flexibility
      2. Techniques geared specifically for Karate
      3. Techniques for individuals with physical limitations
      4. Theories about stretching during warm-up

</td><td>

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      1. Techniques for overall flexibility
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      3. Techniques for individuals with physical limitations
      4. Theories about stretching during warm-up

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Changed	Field	Current Version	Proposed Version

5. Theories about stretching post-training
4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes of any ages, males and females.
   1. Techniques for overall strength
   2. Techniques geared specifically for Karate
7. Examine global, cultural and gender driven influences, landmark events that may have caused significant changes to the discipline of karate, its rules, techniques, etiquette, or equipment.
   1. History of Karate-do
      1. Pre-Okinawa evolution of karate emanating from India and China.
      2. Indigenous Okinawan fighting arts of Shuri-te, Naha-te and Tomari-te.
      3. The evolvement of Karate from Okinawa to Japan.
      4. Historical figures in the evolution of Okinawan and Japanese Karate.
         1. Sokon "Bushi" Matsumura (1797-1889)
         2. Ankoh Itosu (1830-1916)
         3. Yasutsune (Ankoh) Azato (1828-1906)

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         2. Ankoh Itosu (1830-1916)
         3. Yasutsune (Ankoh) Azato (1828-1906)

Changed	Field	Current Version	Proposed Version

		4. Kanryo Higaonna (1853-1915)
		    5. Kenwa Mabuni (1889-1952)
		    6. Hidenori Otsuka (1892-1982)
		    7. Gichin Funakoshi (1868-1957)
		    8. Jigoro Kano 1860-1938)
		5. Evolution of Shotokan Karate.
		    1. Connections to Okinawan Karate.
		    2. Development of Shotokan-ryu in 1938.
		    3. Global spread of Karate following WWII: Europe, United States.
		2. Major styles of Japanese Karate.
		    1. Shotokan
		    2. Goju-ryu
		    3. Shito-ryu
		    4. Wado-ryu
			4. Kanryo Higaonna (1853-1915)
			    5. Kenwa Mabuni (1889-1952)
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			    4. Wado-ryu

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	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.)

Changed	Questions	Current Version	Proposed Version
	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
	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	Methods of Evaluations B-Comprehensive final examination on the textbook "Fit and Well, the fundamental techniques, kata and Japanese terminology used in karate practice.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods of Evaluation D- Written essay based upon the textbook "Fit and Well" and handouts relating strength, endurance, flexibility and power to fundamental techniques and kata graded on content and completeness.
	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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation E- Written journal including notes on training methodologies and specific comments about the techniques, handouts and individual research graded on content and completeness.
❗	**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	Assignment C Skill Acquisition Practice physical skills (fundamental blocking, punching and kicking techniques and their related stances) under instructor's guidance. 1. Partner and small group physical and tactical skills practice to identify and improve upon the elements of timing, distancing, targeting and self defense applications. 2. Verbal peer evaluation of skills acquisition of fundamental techniques and kata.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluations B-Comprehensive final examination on the textbook "Fit and Well, the fundamental techniques, kata and Japanese terminology used in karate practice.
❗	**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 F-Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition with consideration for the variables that occur due to age, gender and physical conditions.
❗	**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 G-Examine global, cultural and gender driven influences, landmark events that may have caused significant changes to the discipline of karate, its rules, techniques, etiquette, or equipment.

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	Methods of Evaluation E Written journal including notes on training methodologies and specific comments about the techniques, handouts and individual research graded on content and completeness.

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: Dean of Online Learning	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	KNES 012D	KNES 012D
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Parent	Related Parent
	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)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	KNESD012D
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000597466

Articulation

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

De Anza College
Change Report
04/15/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	CSLOs
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.
De Anza GE Form	Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 2: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

Section	Changed field
De Anza GE Form	Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 4: Include diverse perspectives and contributions in the discipline such as: gender, culture, values, and/or societal perspectives. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)
De Anza GE Form	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Shameka Walker	• Rachel Catuiza
	Course ID (CB01A and CB01B)	KNESD12DX	KNESD12DX
	Course Control Number	CCC000597383	CCC000597383
	Course Title (CB02)	Beginning Karate	Beginning Karate
	Short Course Title	BEGINNING KARATE	BEGINNING KARATE
	TOP Code (CB03)	0835.00	0835.00 Physical Education
	CIP Code	Health and Physical Education/Fitness, General	31.0501 Health and Physical Education/Fitness, General

Changed	Field	Current Version	Proposed Version
	Department	KNES - Kinesiology	KNES - Kinesiology
❗	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	Course Description	An introduction to the discipline of Kinesiology through the discipline of karate. Includes, a global and historical examination of the sport, rules, equipment, and etiquette. Students will analyze and demonstrate the application of traditional Japanese Shotokan karate techniques including blocking, punching, kicking striking and stances. Students will strive to understand and apply basic exercise physiology, nutrition, flexibility and strength concepts in an effort to improve their physical condition. Considerations for the variables that occur due to age, gender and physical conditions will be covered.	~~An~~ This course is an introduction to the discipline of ~~Kinesiology through the discipline~~ beginning of ~~karate. Includes,~~ karate, which includes, a global and historical examination of the sport, rules, equipment, and etiquette. Students will analyze and demonstrate the application of traditional Japanese Shotokan karate techniques including blocking, punching, kicking ~~striking~~ striking, and stances. Students will strive to understand and apply basic exercise physiology, nutrition, ~~flexibility~~ flexibility, and strength concepts in an effort to improve their physical condition. Considerations for the variables that occur due to age, ~~gender~~ gender, and physical conditions will be covered.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Physical Education
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
❗	FSA	No value	• FHDA FSA - PHYSICAL EDUCATION

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	(Formerly P E D002A and P E D02AX respectively.)	(Formerly P E D002A and P E D02AX respectively.)

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course meets a general education requirement for De Anza. In addition, this course meets the transfer requirements to CSU and UC. This course teaches beginning level skills in the etiquette, terminology, dynamic fundamental techniques, practice forms (kata) and practical application drills used in the Japanese system of Shotokan karate.	This course meets a general education requirement for De Anza. In addition, this course meets the transfer requirements to CSU and UC. This course teaches beginning level skills in the etiquette, terminology, dynamic fundamental techniques, practice forms (kata) and practical application drills used in the Japanese system of Shotokan karate.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

Changed	Field	Current Version	Proposed Version
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	PHED F017A	PHED F017A
	Does the course have a Foothill equivalent?	Yes	Yes

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program CSU GE (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)	**Associated Program** CSU GE (In Development) **Award Type** Certificate of Achievement-Advanced (COA-A)
		Associated Program For Testing - Do not Advance - Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** For Testing - Do not Advance - Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program For Testing - Do not Advance - Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** For Testing - Do not Advance - Kinesiology for Transfer **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree
		Associated Program For Testing - Do not Advance - Kinesiology for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree	**Associated Program** For Testing - Do not Advance - Kinesiology for Transfer (In Development) **Award Type** Associate in Arts for Transfer (A.A.-T.) Degree

Changed	Field	Current Version	Proposed Version

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

Associated Program	Kinesiology for Transfer (In Development)	**Associated Program**	Kinesiology for Transfer (In Development)
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)	• 2G7A - Approved.
-	No value

System/Institution	De Anza GE
Area(s)	• 2G7A - 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

Changed	Field	Current Version	Proposed Version
	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
	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 Collaborative learning and small group exercises Guest speakers

Methods of Instruction	Methods of Instruction
Methods of Instruction	Visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Guest speakers

Changed	Field	Current Version	Proposed Version

	Assignments	1. Reading
		   1. Selected readings from the class text "Fit and Well" by Fahey, et al. Supplemental readings from karate/martial arts books.
		   2. Media sources
		   3. Review instructor generated handouts on karate etiquette, the history of karate and Japanese terminology as it relates to karate.
		2. Writing
		   1. Training journal: Students will keep a written journal including notes on training methodologies and detailed comments about the techniques, handouts and individual research.
		   2. Written essay based upon the textbook "Fit and Well" and class handouts relating strength, endurance, flexibility and power to fundamental karate techniques and kata.
		3. Skill Acquisition
		   1. Practice physical skills (fundamental blocking, punching and kicking techniques and their related stances) under instructor's guidance.
		   2. Partner and small group physical and tactical skills practice to identify and improve upon the elements of timing, distancing, targeting and self defense applications.
		   3. Verbal peer evaluation of skills acquisition of fundamental techniques and kata.
			1. Reading
			   1. Selected readings from the class text "Fit and Well" by Fahey, et al. Supplemental readings from karate/martial arts books.
			   2. Media sources
			   3. Review instructor generated handouts on karate etiquette, the history of karate and Japanese terminology as it relates to karate.
			2. Writing
			   1. Training journal: Students will keep a written journal including notes on training methodologies and detailed comments about the techniques, handouts and individual research.
			   2. Written essay based upon the textbook "Fit and Well" and class handouts relating strength, endurance, flexibility and power to fundamental karate techniques and kata.
			3. Skill Acquisition
			   1. Practice physical skills (fundamental blocking, punching and kicking techniques and their related stances) under instructor's guidance.
			   2. Partner and small group physical and tactical skills practice to identify and improve upon the elements of timing, distancing, targeting and self defense applications.
			   3. Verbal peer evaluation of skills acquisition of fundamental techniques and kata.

Changed	Field	Current Version	Proposed Version

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

Changed	Field	Current Version		Proposed Version	
		Methods of Evaluation	1. Blocking, punching and kicking skills techniques and training etiquette evaluated on accurate demonstration and application of skills. 2. Comprehensive final examination on the textbook "Fit and Well, the fundamental techniques, kata and Japanese terminology used in karate practice. 3. Evaluation of proper application of self defense scenarios (fundamental techniques and kata) graded on completeness. 4. Written essay based upon the textbook "Fit and Well" and handouts relating strength, endurance, flexibility and power to fundamental techniques and kata graded on content and completeness.	**Methods of Evaluation**	1. Blocking, punching and kicking skills techniques and training etiquette evaluated on accurate demonstration and application of skills. 2. Comprehensive final examination on the textbook "Fit and Well, the fundamental techniques, kata and Japanese terminology used in karate practice. 3. Evaluation of proper application of self defense scenarios (fundamental techniques and kata) graded on completeness. 4. Written essay based upon the textbook "Fit and Well" and handouts relating strength, endurance, flexibility and power to fundamental techniques and kata graded on content and completeness.

Changed	Field	Current Version	Proposed Version
		5. Written journal including notes on training methodologies and specific comments about the techniques, handouts and individual research graded on content and completeness. 6. Verbal peer evaluation graded on completion.	5. Written journal including notes on training methodologies and specific comments about the techniques, handouts and individual research graded on content and completeness. 6. Verbal peer evaluation graded on completion. 7. Group and partner collaboration on technique and skills.
	Essential Student Materials/Essential College Facilities	**Essential Student Materials:** • Exercise clothing **Essential College Facilities:** • Large mat	**Essential Student Materials:** • Exercise clothing **Essential College Facilities:** • Large mat
❗	**Examples of Primary Texts and References**		

Examples of Primary Texts and References

Current Version:

Title	No value
Author	Fahey, Insel, and Roth, "Fit and Well - Brief 13th ed." McGraw-Hill Publishing Co., San Francisco, CA; 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version:

Title	Fit and Well
Author	Fahey, Insel, and Roth
Publisher	McGraw-Hill Publishing Co, San Francisco, CA, 2019
Date/Edition	15th Edition, 2023
ISBN	No value

Changed	Field	Current Version		Proposed Version
❗	**Suggested Reading List**			No value
		Reading List	Cook, Harry, "Shotokan Karate - A Precise History." Page Bros. Ltd., Norwich, England; 2001	
		May include, but are not limited to	No value	
		Reading List	Nakayama, Masatoshi, "Dynamic Karate." Kodansha International, Tokyo, Japan; 1996	
		May include, but are not limited to	No value	
		Reading List	Funakoshi, Gichin, "Karate-Do: My Way of Life." Kodansha America, Inc, New York, NY; Paperback ed. 1981	
		May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version
	Reading List	Link, Norman and Chou, Lily, "The Anatomy of Martial Arts; An illustrated Guide to the Muscles Used for Each Strike, Kick, and Throw," Ulysses Press, Berkeley, CA, 2011.	
	May include, but are not limited to	No value	
	Reading List	Kane, Lawrence and Wilder, Kris, "The Way of Kata: A Comprehensive Guide for Deciphering Martial Applications," YMAA Publication Center, Inc., Boston, MA, 2005.	
	May include, but are not limited to	No value	
	Reading List	Lowry, Dave, "The Karate Way: Discovering the Spirit of Practice," Shambhala Publications, Boston, MA, 2009.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Examine various aspects of the art of karate. - Employ the social etiquette and traditions involved in classroom training. - Demonstrate beginning level skill techniques of punching, striking, kicking, blocking, and self-defense. - Analyze and Practice Kata (training form Taikyoku Shodan) to gain a better understanding of the performance and practical application. - Create an understanding of the Japanese language as it applies to basic terminology and commands in the discipline of Karate. - Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition with consideration for the variables that occur due to age, gender and physical conditions. - Examine global, cultural and gender driven influences, landmark events that may have caused significant changes to the discipline of karate, its rules, techniques, etiquette, or equipment.	- Examine various aspects of the art of karate. - Employ the social etiquette and traditions involved in classroom training. - Demonstrate beginning level skill techniques of punching, striking, kicking, blocking, and self-defense. - Analyze and Practice Kata (training form Taikyoku Shodan) to gain a better understanding of the performance and practical application. - Create an understanding of the Japanese language as it applies to basic terminology and commands in the discipline of Karate. - Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition with consideration for the variables that occur due to age, gender and physical conditions. - Examine global, cultural and gender driven influences, landmark events that may have caused significant changes to the discipline of karate, its rules, techniques, etiquette, or equipment.

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Apply knowledge of basic fitness concepts as they apply to health and fitness.
Expected SLO Performance	0.0

CSLOs	Demonstrate fundamental karate techniques at a beginning level.
Expected SLO Performance	0.0

CSLOs	Apply knowledge of basic fitness concepts related to health and fitness.
Expected SLO Performance	0.0

CSLOs	Demonstrate fundamental karate techniques at a beginning level.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Examine various aspects of the art of karate.
		  1. Physical techniques and study of movement.
		  2. Mental discipline.
		  3. Personal self-defense.
		  4. Character development
		  5. Spirit and competition.
		2. Employ the social etiquette and traditions involved in classroom training.
		  1. Addressing/acknowledging instructors, seniors and peers.
		  2. Attire and appearance.
		  3. Proper behavior during training in a class or seminar situation.
		3. Demonstrate beginning level skill techniques of punching, striking, kicking, blocking, and self-defense.
		  1. Employment and application of front stance, straddle stance and attention stances.
		    1. Weight distribution
		    2. Foot/knee positions
		    3. Posture
		  2. Application of rising block, downward block, and outside forearm block.
		    1. Arm placement
		    2. Stance and weight distribution
		    3. Posture
		    4. Awareness of attack
		  3. Application of straight punch and lunge punch.
		    1. Making a proper fist
		    2. Awareness of target
		  4. Application of backfist strike, hammer strike, elbow strike and palm-heel strike.
		    1. Arm and/or hand placement
			1. Examine various aspects of the art of karate.
			  1. Physical techniques and study of movement.
			  2. Mental discipline.
			  3. Personal self-defense.
			  4. Character development
			  5. Spirit and competition.
			2. Employ the social etiquette and traditions involved in classroom training.
			  1. Addressing/acknowledging instructors, seniors and peers.
			  2. Attire and appearance.
			  3. Proper behavior during training in a class or seminar situation.
			3. Demonstrate beginning level skill techniques of punching, striking, kicking, blocking, and self-defense.
			  1. Employment and application of front stance, straddle stance and attention stances.
			    1. Weight distribution
			    2. Foot/knee positions
			    3. Posture
			  2. Application of rising block, downward block, and outside forearm block.
			    1. Arm placement
			    2. Stance and weight distribution
			    3. Posture
			    4. Awareness of attack
			  3. Application of straight punch and lunge punch.
			    1. Making a proper fist
			    2. Awareness of target
			  4. Application of backfist strike, hammer strike, elbow strike and palm-heel strike.
			    1. Arm and/or hand placement

Changed	Field	Current Version	Proposed Version

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2. Understanding distance variances
3. Choosing proper targets for different techniques
5. Application of front snap kick and side snap kick.
  1. Foot placement
  2. Balance considerations
  3. Awareness of target
6. Offensive and defensive strategies of self-defense.
  1. Tactics for one-on-one attacks
  2. Tactics for two-on-one attacks
  3. Tactics for weapon attacks
  4. Tactics for women and children
7. Escaping techniques for self-defense
  1. Wrist grabs (single and double)
  2. Shoulder/arm grabs
4. Analyze and Practice Kata (training form Taikyoku Shodan) to gain a better understanding of the performance and practical application.
  1. Proper arrangement/sequence of techniques
  2. Body placement
  3. Application(s) of each movement
  4. Proper breathing
  5. Rhythm and timing
  6. Kinematics of body movement
5. Create an understanding of the Japanese language as it applies to basic terminology and commands in the discipline of Karate.
  1. Memorization of the Japanese terms for

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2. Understanding distance variances
3. Choosing proper targets for different techniques
5. Application of front snap kick and side snap kick.
  1. Foot placement
  2. Balance considerations
  3. Awareness of target
6. Offensive and defensive strategies of self-defense.
  1. Tactics for one-on-one attacks
  2. Tactics for two-on-one attacks
  3. Tactics for weapon attacks
  4. Tactics for women and children
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5. Create an understanding of the Japanese language as it applies to basic terminology and commands in the discipline of Karate.
  1. Memorization of the Japanese terms for

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Changed	Field	Current Version	Proposed Version

common commands, phrases, and counting.

2. Basic understanding of the proper pronunciation and spelling.
3. Examination of the differences between the Japanese and English terminology and how they relate to each other.

6. Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition with consideration for the variables that occur due to age, gender and physical conditions.

   1. Theories of anaerobic exercise.
   2. Nutritional concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes of any ages, males and females.
      1. Balanced diet for wellness
      2. Pre-class meals
   3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes of any ages, males and females.
      1. Techniques for overall flexibility
      2. Techniques geared specifically for Karate
      3. Techniques for individuals with physical limitations
      4. Theories about stretching during warm-up

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common commands, phrases, and counting.

2. Basic understanding of the proper pronunciation and spelling.
3. Examination of the differences between the Japanese and English terminology and how they relate to each other.

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   1. Theories of anaerobic exercise.
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      1. Balanced diet for wellness
      2. Pre-class meals
   3. Flexibility concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes of any ages, males and females.
      1. Techniques for overall flexibility
      2. Techniques geared specifically for Karate
      3. Techniques for individuals with physical limitations
      4. Theories about stretching during warm-up

		Current Version	Proposed Version

		5. Theories about stretching post-training
		4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes of any ages, males and females.
		    1. Techniques for overall strength
		    2. Techniques geared specifically for Karate
		7. Examine global, cultural and gender driven influences, landmark events that may have caused significant changes to the discipline of karate, its rules, techniques, etiquette, or equipment.
		    1. History of Karate-do
		        1. Pre-Okinawa evolution of karate emanating from India and China.
		        2. Indigenous Okinawan fighting arts of Shuri-te, Naha-te and Tomari-te.
		        3. The evolvement of Karate from Okinawa to Japan.
		        4. Historical figures in the evolution of Okinawan and Japanese Karate.
		            1. Sokon "Bushi" Matsumura (1797-1889)
		            2. Ankoh Itosu (1830-1916)
		            3. Yasutsune (Ankoh) Azato (1828-1906)
			5. Theories about stretching post-training
			4. Strength concepts with special notes regarding specific needs for various populations: youth, adults, older adults, highly trained athletes of any ages, males and females.
			    1. Techniques for overall strength
			    2. Techniques geared specifically for Karate
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			        3. The evolvement of Karate from Okinawa to Japan.
			        4. Historical figures in the evolution of Okinawan and Japanese Karate.
			            1. Sokon "Bushi" Matsumura (1797-1889)
			            2. Ankoh Itosu (1830-1916)
			             3. Yasutsune (Ankoh) Azato (1828-1906)

Changed	Field	Current Version	Proposed Version

		4. Kanryo Higaonna (1853-1915)
		5. Kenwa Mabuni (1889-1952)
		6. Hidenori Otsuka (1892-1982)
		7. Gichin Funakoshi (1868-1957)
		8. Jigoro Kano 1860-1938)
		5. Evolution of Shotokan Karate.
		  1. Connections to Okinawan Karate.
		  2. Development of Shotokan-ryu in 1938.
		  3. Global spread of Karate following WWII: Europe, United States.
		2. Major styles of Japanese Karate.
		  1. Shotokan
		  2. Goju-ryu
		  3. Shito-ryu
		  4. Wado-ryu
			4. Kanryo Higaonna (1853-1915)
			5. Kenwa Mabuni (1889-1952)
			6. Hidenori Otsuka (1892-1982)
			7. Gichin Funakoshi (1868-1957)
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			  2. Goju-ryu
			  3. Shito-ryu
			  4. Wado-ryu

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

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	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.)

Changed	Questions	Current Version	Proposed Version
	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
	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	Methods of Evaluations B-Comprehensive final examination on the textbook "Fit and Well, the fundamental techniques, kata and Japanese terminology used in karate practice.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods of Evaluation D- Written essay based upon the textbook "Fit and Well" and handouts relating strength, endurance, flexibility and power to fundamental techniques and kata graded on content and completeness.
	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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 1: Present core concepts and scope that define the discipline. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluation E- Written journal including notes on training methodologies and specific comments about the techniques, handouts and individual research graded on content and completeness.
❗	**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	Assignment C Skill Acquisition Practice physical skills (fundamental blocking, punching and kicking techniques and their related stances) under instructor's guidance. 1. Partner and small group physical and tactical skills practice to identify and improve upon the elements of timing, distancing, targeting and self defense applications. 2. Verbal peer evaluation of skills acquisition of fundamental techniques and kata.

Changed	Questions	Current Version	Proposed Version
❗	**Criteria 3: Stimulate critical thinking. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)**	No Value	Methods of Evaluations B-Comprehensive final examination on the textbook "Fit and Well, the fundamental techniques, kata and Japanese terminology used in karate practice.
❗	**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 F- Examine and apply basic exercise physiology, nutrition, flexibility and strength concepts to improve their physical condition with consideration for the variables that occur due to age, gender and physical conditions.
❗	**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 G-Examine global, cultural and gender driven influences, landmark events that may have caused significant changes to the discipline of karate, its rules, techniques, etiquette, or equipment.

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	Methods of Evaluation E Written journal including notes on training methodologies and specific comments about the techniques, handouts and individual research graded on content and completeness.

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: Dean of Online Learning	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	KNES 012DX	KNES 012DX
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	Related Child	Related Child
	Cross-Listed/Related Course ID's	KNES 12D	KNES 12D
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Requisite change appr. 1/17/23 (effect. F23).-cc • Cal-GETC/DA GE and CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	KNESD12DX
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000597383

Articulation

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

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Stand-Alone Statement	Stand-Alone Statement

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Fatemeh Yarahmadi • Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD211X	MATHD211X
	Course Control Number	CCC000603970	CCC000603970
	Course Title (CB02)	Algebra Support for Finite Mathematics	Algebra Support for Finite Mathematics
	Short Course Title	ALGBRA SUPPORT FOR FINITE MATH	ALGBRA SUPPORT FOR FINITE MATH
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
❗	**Effective Term**	Fall 2025	Fall 2025 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational

Changed	Field	Current Version	Proposed Version
❗	**Course Description**	A review of the core prerequisite skills, competencies, and concepts needed when studying linear functions, exponential and logarithmic functions, and probability and optimization models. Intended for students who are concurrently enrolled in Finite Mathematics	~~A~~ This course offers a review of the core prerequisite skills, competencies, and concepts needed when studying linear functions, exponential and logarithmic functions, and probability and optimization ~~models. Intended for students who are concurrently enrolled in Finite Mathematics~~ models.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying Finite Mathematics.	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying Finite Mathematics.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying Finite Mathematics.

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	This course is intended to provide just-in-time instruction for students who are studying finite mathematics, but who may need additional assistance with the intermediate algebra skills necessary to succeed in a transfer level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in finite mathematics. In addition to providing the algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.	This course is intended to provide just-in-time instruction for students who are studying finite mathematics, but who may need additional assistance with the intermediate algebra skills necessary to succeed in a transfer level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in finite mathematics. In addition to providing the algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

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)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information		

System/Institution	De Anza GE - Supplemental
Area(s)	• 2SUM - Approved.
-	No value

System/Institution	De Anza GE - Supplemental
Area(s)	• 2SUM - Approved.
-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	2.5
	Lecture Hours - Out of Class	5	5
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	90	90
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60
	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	30	30
	Total - Course Out-of-Class Hours	60	60
	Total Credit Units - Minimum Credit Units	2.5	2.5
	Total Credit Units - Maximum Credit Units	2.5	2.5

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 - Not Degree Applicable	Credit - Not 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	90	90
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2.5	2.5
	Minimum Credit Units	2.5	2.5
	Maximum Credit Units	2.5	2.5

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 Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class Guest speakers

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

Assignments

Current Version:
1. Required readings from text
2. Problem-solving exercises, some involving technology
3. Small group exercises
4. Optional project synthesizing various concepts and skills from the course content

Proposed Version:
1. Required readings from text
2. Problem-solving exercises, some involving technology
3. Small group exercises
4. Optional project synthesizing various concepts and skills from the course content

Changed	Field	Current Version		Proposed Version	

Methods of Evaluation

Methods of Evaluation	
Methods of Evaluation	1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension. 2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation 3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation. 4. One-hour comprehensive final exam

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension. 2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation 3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation. 4. One-hour comprehensive final exam

Essential Student Materials/Essential College Facilities

Essential Student Materials:
- Graphing calculator and/or computer software

Essential College Facilities:
- None.

Essential Student Materials:
- Graphing calculator and/or computer software

Essential College Facilities:
- None

Changed	Field	Current Version	Proposed Version

Examples of Primary Texts and References

Current Version

Title	No value
Author	OpenStax College, Elementary Algebra. OpenStax CNX. Sep 26, 2018 http://cnx.org/contents/0889907c-f0ef-496a-bcb8-2a5bb121717f@3.12.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	OpenStax College, Intermediate Algebra. OpenStax CNX. Jun 1, 2018 http://cnx.org/contents/02776133-d49d-49cb-bfaa-67c7f61b25a1@4.13.
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version

Title	Elementary Algebra
Author	Lynn Marecek, MaryAnne Anthony-Smith, Andrea Honeycutt Mathis
Publisher	OpenStax
Date/Edition	Jul 24, 2024
ISBN	No value

Title	Intermediate Algebra
Author	Lynn Marecek, Andrea Honeycutt Mathis
Publisher	OpenStax
Date/Edition	Jul 24, 2024
ISBN	No value

Changed	Field	Current Version	Proposed Version

| | | | No value |

Suggested Reading List

Reading List	Barnett, Ziegler, and Byleen, "Finite Mathematics for Business, Economics, Life Sciences and Social Sciences", 13th edition. Prentice Hall, 2015
May include, but are not limited to	No value

Reading List	Sekhon, Rupinder and Bloom, Roberta, "Applied Finite Mathematics", Third Edition. 2016
May include, but are not limited to	No value

Reading List	Sullivan, "Finite Mathematics, An Applied Approach", 11th ed. Wiley, 2011
May include, but are not limited to	No value

Reading List	OpenStax College, College Algebra. OpenStax CNX. Jul 31, 2018 http://cnx.org/contents/9b08c294-057f-4201-9f48-5d6ad992740d@8.1.
May include, but are not limited to	No value

Reading List	OpenStax College, Prealgebra. OpenStax CNX. Sep 26, 2018 http://cnx.org/contents/caa57dab-41c7-455e-bd6f-f443cda5519c@13.2.
May include, but are not limited to	No value

Reading List	OpenStax College, Precalculus. OpenStax CNX. Jul 31, 2018 http://cnx.org/contents/fd53eae1-fa23-47c7-bb1b-972349835c3c@8.1.
May include, but are not limited to	No value

Reading List	Lipmann, D., Business Precalculus, 2016, Open Textbook Store, http://www.opentextbookstore.com/busprecalc/busprecalc.pdf

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Bambhania, Doli, et al. Beginning Algebra Student Workbook. First Edition. De Anza College, 2018.	
	May include, but are not limited to	No value	
	Reading List	Bambhania, Doli. Intermediate Algebra Student Workbook. First Edition. De Anza College, 2016.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Develop skills needed to explore topics related to developing effective learning skills - Develop skills needed to develop, throughout the course as applicable, systematic problem solving methods - Develop skills needed to investigate linear and exponential models - Develop skills needed to investigate methods of solving linear systems using matrices - Develop skills needed to formulate and solve linear programming models in at least three variables. - Develop skills needed to develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments - Develop skills needed to examine sets and create probability models and investigate their applications. Determine the probability of a specified event and find the conditional probability of an event.	- Develop skills needed to explore topics related to developing effective learning skills - Develop skills needed to develop, throughout the course as applicable, systematic problem solving methods - Develop skills needed to investigate linear and exponential models - Develop skills needed to investigate methods of solving linear systems using matrices - Develop skills needed to formulate and solve linear programming models in at least three variables. - Develop skills needed to develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments - Develop skills needed to examine sets and create probability models and investigate their applications. Determine the probability of a specified event and find the conditional probability of an event.

Changed	Field	Current Version	Proposed Version

CSLOs		

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.
Expected SLO Performance	0.0

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.
Expected SLO Performance	0.0

Course Outline

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.

Changed	Field	Current Version	Proposed Version

	Course Content	1. Develop skills needed to explore topics related to developing effective learning skills
		  1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and testtaking strategies
		  2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
		  3. Develop academic confidence and mathematical maturity
		  4. Develop mathematical habits of mind
		    1. Interpret contextualized problems
		    2. Predict solutions
		    3. Analyze different ideas
		    4. Reflect on process and synthesis
		2. Develop skills needed to develop, throughout the course as applicable, systematic problem solving methods
		  1. Devise a strategy or plan
		  2. Apply precise mathematical notation to convey the thought process behind the work
		    1. Organize algebraic and arithmetic work in a logical and neat manner
		    2. Organize information, using tools such as graphs, charts, tables and diagrams
		    3. Explain each step and thought process
		  3. Identify and define known and unknown quantities
		  4. Apply mathematical tools to formulate a solution
		  5. Communicate the solution clearly
		    1. State the solution
		    2. Interpret the results in the context of the problem
		3. Develop skills needed to investigate linear and exponential models
		  1. Develop skills needed to graph functions and relations in rectangular coordinates
		    1. Plot points
		    2. Label units and scaling axes appropriate to the problem
		    3. Slope of a linear function
		    4. Asymptotes for exponential and logarithmic functions
		    5. Intercepts
		    6. Domain and range
		  2. Develop skills needed to apply linear functions and solve linear equations
		    1. Solve linear equations
		    2. Graph linear functions
		    3. Identify and interpret slopes and intercepts
		    4. Model linear functions from application problems
		  3. Develop skills needed to apply exponential and logarithmic functions and solve exponential equations
			1. Develop skills needed to explore topics related to developing effective learning skills
			  1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and testtaking strategies
			  2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
			  3. Develop academic confidence and mathematical maturity
			  4. Develop mathematical habits of mind
			    1. Interpret contextualized problems
			    2. Predict solutions
			    3. Analyze different ideas
			    4. Reflect on process and synthesis
			2. Develop skills needed to develop, throughout the course as applicable, systematic problem solving methods
			  1. Devise a strategy or plan
			  2. Apply precise mathematical notation to convey the thought process behind the work
			    1. Organize algebraic and arithmetic work in a logical and neat manner
			    2. Organize information, using tools such as graphs, charts, tables and diagrams
			    3. Explain each step and thought process
			  3. Identify and define known and unknown quantities
			  4. Apply mathematical tools to formulate a solution
			  5. Communicate the solution clearly
			    1. State the solution
			    2. Interpret the results in the context of the problem
			3. Develop skills needed to investigate linear and exponential models
			  1. Develop skills needed to graph functions and relations in rectangular coordinates
			    1. Plot points
			    2. Label units and scaling axes appropriate to the problem
			    3. Slope of a linear function
			    4. Asymptotes for exponential and logarithmic functions
			    5. Intercepts
			    6. Domain and range
			  2. Develop skills needed to apply linear functions and solve linear equations
			    1. Solve linear equations
			    2. Graph linear functions
			    3. Identify and interpret slopes and intercepts
			    4. Model linear functions from application problems
			  3. Develop skills needed to apply exponential and logarithmic functions and solve exponential equations

Changed	Field	Current Version	Proposed Version

		1. Manipulate exponents (integer, fractional, positive and negative) and investigate their properties
		2. Use logarithmic laws to manipulate expressions and equations
		3. Solve exponential equations
		4. Graph exponential and logarithmic functions
		5. Identify and interpret asymptotes and intercepts
		6. Model exponential and logarithmic functions from application problems
		4. Develop skills needed to investigate methods of solving linear systems using matrices
		  1. Review the meaning of a solution to a system of equations or inequalities
		  2. Review systems of linear equations in two variables
		    1. Solve by graphing
		    2. Solve by substitution
		    3. Solve by elimination
		5. Develop skills needed to formulate and solve linear programming models in at least three variables.
		  1. Review inequality notation
		  2. Represent the solution to an inequality in two variables graphically
		  3. Model applications using inequalities
		6. Develop skills needed to develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments
		  1. Review conversions between percentages and decimals
		  2. Review geometric sequences and series
		  3. Review summation notation
		  4. Review scientific notation to represent large numerical values
		7. Develop skills needed to examine sets and create probability models and investigate their applications. Determine the probability of a specified event and find the conditional probability of an event.
		  1. Review ratios, decimals and percentages
		  2. Review scientific notation to represent small probabilities and large numerical values.
			1. Manipulate exponents (integer, fractional, positive and negative) and investigate their properties
			2. Use logarithmic laws to manipulate expressions and equations
			3. Solve exponential equations
			4. Graph exponential and logarithmic functions
			5. Identify and interpret asymptotes and intercepts
			6. Model exponential and logarithmic functions from application problems
			4. Develop skills needed to investigate methods of solving linear systems using matrices
			  1. Review the meaning of a solution to a system of equations or inequalities
			  2. Review systems of linear equations in two variables
			    1. Solve by graphing
			    2. Solve by substitution
			    3. Solve by elimination
			5. Develop skills needed to formulate and solve linear programming models in at least three variables.
			  1. Review inequality notation
			  2. Represent the solution to an inequality in two variables graphically
			  3. Model applications using inequalities
			6. Develop skills needed to develop the concepts of the time value of money, and compute compound interest, future and present values and periodic payments
			  1. Review conversions between percentages and decimals
			  2. Review geometric sequences and series
			  3. Review summation notation
			  4. Review scientific notation to represent large numerical values
			7. Develop skills needed to examine sets and create probability models and investigate their applications. Determine the probability of a specified event and find the conditional probability of an event.
			  1. Review ratios, decimals and percentages
			  2. Review scientific notation to represent small probabilities and large numerical values.

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

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
	Corequisite(s):	MATH D011. or MATH D011H	MATH D011. or MATH D011H
	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

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	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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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	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
	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
	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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value

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 Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MATH 211X	MATH 211X
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Coreq change due to addition of Honors course version (effect. F20).-mkct	• Coreq change due to addition of Honors course version (effect. F20).-mkct

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	MATHD211X
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000603970

Articulation

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

De Anza College
Change Report
03/25/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Corequisite(s):
Stand-Alone Statement	Stand-Alone Statement
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Fatemeh Yarahmadi • Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD231.	MATHD231.
	Course Control Number	CCC000604872	CCC000604872
	Course Title (CB02)	Algebra Support for Precalculus I	Algebra Support for Precalculus I
	Short Course Title	ALG SUPPORT FOR PRECACL I	ALG SUPPORT FOR PRECACL I
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General

Changed	Field	Current Version	Proposed Version
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	A review of the core prerequisite skills, competencies, and concepts needed in when studying polynomial, rational, exponential and logarithmic functions. Intended for majors in business, science, technology, engineering, and mathematics who are concurrently enrolled in Precalculus I.	~~A review of~~ This course covers the core prerequisite skills, competencies, and concepts needed ~~in~~ when studying polynomial, rational, ~~exponential~~ exponential, and logarithmic functions. ~~Intended~~ It is intended for majors in business, science, technology, engineering, and ~~mathematics who are concurrently enrolled in Precalculus I.~~ mathematics.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying the college algebraic half of a precalculus sequence.	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying the college algebraic half of a precalculus sequence.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying the college algebraic half of a precalculus sequence.

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	This course is intended to provide just-in-time instruction for students who are studying precalculus, but who may lack the intermediate algebra skills necessary to succeed in a transfer level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in precalculus. In addition to providing the algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.	This course is intended to provide just-in-time instruction for students who are studying precalculus, but who may lack the intermediate algebra skills necessary to succeed in a transfer level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in precalculus. In addition to providing the algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❶	**Is this a mirrored credit/noncredit course?**	No	~~No~~ 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
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	One level below transfer.	One level below transfer.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is a support course	Course is a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

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)	Not transferable	Not transferable

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable

Changed	Field	Current Version		Proposed Version	
	GE Information	**System/Institution**	De Anza GE - Supplemental	**System/Institution**	De Anza GE - Supplemental
		Area(s)	• 2SUM - Approved.	**Area(s)**	• 2SUM - Approved.
		-	No value	**-**	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	2.5
	Lecture Hours - Out of Class	5	5
	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	90	90

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60
	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	30	30
	Total - Course Out-of-Class Hours	60	60
	Total Credit Units - Minimum Credit Units	2.5	2.5
	Total Credit Units - Maximum Credit Units	2.5	2.5

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 - Not Degree Applicable	Credit - Not 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	90	90
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2.5	2.5
	Minimum Credit Units	2.5	2.5
	Maximum Credit Units	2.5	2.5

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 Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class Guest speakers

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

Assignments

Current Version:
1. Required readings from text
2. Problem-solving exercises, some involving technology
3. Small group exercises
4. Optional project synthesizing various concepts and skills from the course content

Proposed Version:
1. Required readings from text
2. Problem-solving exercises, some involving technology
3. Small group exercises
4. Optional project synthesizing various concepts and skills from the course content

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

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Methods of Evaluation

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Methods of Evaluation   Methods of Evaluation

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Methods of Evaluation

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1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
4. Final exam or project

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Methods of Evaluation

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1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
4. Final exam or project

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Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Graphing calculator and/or computer software **Essential College Facilities:** • None.	**Essential Student Materials:** • Graphing calculator and/or computer software **Essential College Facilities:** • None

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**		

Current Version

Title	No value
Author	Larson , Precalculus with Limits, 4th edition. Boston: Cengage, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Connally, Hughes-Hallett, Gleason, et al. Functions Modeling Change, 5th Edition. New York: Wiley, 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version

Title	Precalculus with Limits
Author	Ron Larson
Publisher	Cengage
Date/Edition	2022/ 5th Edition
ISBN	9780357457856

Title	Functions Modeling Change: A Preparation for Calculus
Author	Eric Connally, Deborah Hughes-Hallett, Andrew M. Gleason
Publisher	Wiley
Date/Edition	2019/ 6th Edition
ISBN	9781119498315

Title	Precalculus
Author	Jay Abramson
Publisher	OpenStax
Date/Edition	2024
ISBN	9781711494005

Changed	Field	Current Version	Proposed Version

| | **Suggested Reading List** | | No value |

Reading List	Aufmann, Barker, Nation. Precalculus with Limits. Boston: Houghton-Mifflin, 2000
May include, but are not limited to	No value

Reading List	Blitzer, Robert, Precalculus, 5th Edition, Prentice Hall, 2013
May include, but are not limited to	No value

Reading List	Joseph, George Ghevarghese. The Crest of the Peacock: Non-European Roots of Mathematics, 3rd Edition, Princeton, NJ: Princeton Univ. Press, 2010
May include, but are not limited to	No value

Reading List	Kline, Morris, Mathematical Thought from Ancient to Modern Times, Vol. 1-3, 1972, New York and Oxford, Oxford University Press
May include, but are not limited to	No value

Reading List	Maor, Eli, Trigonometric Delights, Princeton, NJ, 1998 Princeton University Press

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

Reading List	Maor, Eli, e - The Story of a Number , Princeton, NJ, 1994 Princeton University Press	
May include, but are not limited to	No value	

Reading List	The MacTutor History of Mathematics Archive, School of Mathematics and Statistics, University of St. Andrews, Fife, Scotland, http://www-groups.dcs.st-and.ac.uk/~history/Indexes/HistoryTopics.html, http://www-groups.dcs.st-and.ac.uk/~history	
May include, but are not limited to	No value	

Reading List	Mathematics Multicultural Bibliography available on the De Anza College Mathematics Resources website.	
May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Explore topics related to developing effective learning skills - Develop effective skills for modeling and solving real world applications - Develop skills needed to graph functions and relations in rectangular coordinates - Develop skills needed to synthesize results from the graphs and/or equations of functions and relations - Develop skills needed to apply transformations to the graphs of functions and relations. - Develop skills needed to recognize the relationship between functions and their inverses graphically and algebraically - Develop skills needed to solve and apply equations including linear, quadratic, absolute value, radical, and solve linear and absolute value inequalities - Develop skills needed to solve and apply equations including rational, polynomial, exponential, and logarithmic, and solve nonlinear inequalities - Develop skills needed to solve systems of equations and inequalities.	- Explore topics related to developing effective learning skills - Develop effective skills for modeling and solving real world applications - Develop skills needed to graph functions and relations in rectangular coordinates - Develop skills needed to synthesize results from the graphs and/or equations of functions and relations - Develop skills needed to apply transformations to the graphs of functions and relations. - Develop skills needed to recognize the relationship between functions and their inverses graphically and algebraically - Develop skills needed to solve and apply equations including linear, quadratic, absolute value, radical, and solve linear and absolute value inequalities - Develop skills needed to solve and apply equations including rational, polynomial, exponential, and logarithmic, and solve nonlinear inequalities - Develop skills needed to solve systems of equations and inequalities.
	CSLOs		

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.
Expected SLO Performance	0.0

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Explore topics related to developing effective learning skills
		    1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies
		    2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
		    3. Develop academic confidence and mathematical maturity
		    4. Develop mathematical habits of mind
		        1. Interpret contextualized problems
		        2. Predict solutions
		        3. Analyze different ideas
		        4. Reflect on process and synthesis
		2. Develop effective skills for modeling and solving real world applications
		    1. Devise a strategy or plan
		    2. Apply precise mathematical notation to convey the thought process behind the work
		        1. Organize algebraic and arithmetic work in a logical and neat manner
		        2. Organize information, using tools such as graphs, charts, tables and diagrams
		        3. Explain each step and thought process
		    3. Identify and define known and unknown quantities
		    4. Apply mathematical tools to formulate a solution
		    5. Communicate the solution clearly
		        1. State the solution
		        2. Interpret the results in the context of the problem
		3. Develop skills needed to graph functions and relations in rectangular coordinates
		    1. Practice graphing skills, such as, but not limited to,
		        1. Plotting points
		        2. Labelling units and scaling axes appropriate to the problem
		    2. Determine and interpret features of graphs, such as, but not limited to,
		        1. Slope of a linear function
		        2. End behavior of a graph
		        3. Intercepts
			1. Explore topics related to developing effective learning skills
			    1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies
			    2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors
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			        1. Slope of a linear function
			        2. End behavior of a graph
			        3. Intercepts

Changed	Field	Current Version	Proposed Version

3. Review domain and range
   1. Graphically
   2. Solve for domain algebraically
   3. Express using inequality and interval notation
4. Investigate asymptotes
   1. Relate asymptotes to end behavior
   2. Use asymptotes to interpret real world problems
5. Graph rational and polynomial equations using techniques, such as, but not limited to:
   1. Finding roots
   2. Understanding the relationship between roots, factors and horizontal intercepts
   3. Understanding end behavior
   4. Interpreting local maxima and minima
6. Form connections between geometric notions of circles and ellipses to algebraic equations
7. Form connections between conic sections and parent functions such as y=x^2 and y=1/x

4. Develop skills needed to synthesize results from the graphs and/or equations of functions and relations
   1. Review properties of graphs of linear, quadratic, radical and power functions
   2. Review end behavior and relative growth, and how these concepts apply to real world problems
   3. Explore domain and range in both mathematical and real-world/practical contexts
5. Develop skills needed to apply transformations to the graphs of functions and relations.
   1. Review arithmetic skills as they apply to real numbers and variables.
   2. Review associative, distributive and commutative properties, as they apply to real numbers and variables.
   3. Review the properties of negative numbers
   4. Explore composition of functions
   5. Compare transformations in various forms - graphs, tables, formulas, verbal

Proposed Version

3. Review domain and range
   1. Graphically
   2. Solve for domain algebraically
   3. Express using inequality and interval notation
4. Investigate asymptotes
   1. Relate asymptotes to end behavior
   2. Use asymptotes to interpret real world problems
5. Graph rational and polynomial equations using techniques, such as, but not limited to:
   1. Finding roots
   2. Understanding the relationship between roots, factors and horizontal intercepts
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   3. Review the properties of negative numbers
   4. Explore composition of functions
   5. Compare transformations in various forms - graphs, tables, formulas, verbal

Changed	Field	Current Version	Proposed Version

Current Version

6. Develop skills needed to recognize the relationship between functions and their inverses graphically and algebraically
    1. Identify when a function is invertible
    2. Express one variable as a function of another
    3. Find and interpret domain and range
        1. The relationship between domain and range of a function and its inverse
        2. Investigate restricting the domain to create an invertible function
7. Develop skills needed to solve and apply equations including linear, quadratic, absolute value, radical, and solve linear and absolute value inequalities
    1. Review solving basic equations
    2. Interpret solving an equation as reversing the order of operations
    3. Review absolute value as both the distance from zero and as a piecewise function
    4. Review inequalities, such as but not limited to
        1. Inequalities in one variable
        2. Ordering properties of real numbers
        3. Graphing on a number line
        4. Interval and inequality notation
8. Develop skills needed to solve and apply equations including rational, polynomial, exponential, and logarithmic, and solve nonlinear inequalities
    1. Practice simplifying expressions and solving equations
    2. Interpret equations graphically, including in the context of real-world applications
    3. Understand the notation of logarithmic and exponential expressions
9. Develop skills needed to solve systems of equations and inequalities.
    1. Review the meaning of a solution to a system of equations or inequalities
    2. Review systems of linear equations in two variables
        1. Solve by graphing
        2. Solve by substitution
        3. Solve by elimination
    3. Introduce the application of linear techniques to non-linear systems

Proposed Version

6. Develop skills needed to recognize the relationship between functions and their inverses graphically and algebraically
    1. Identify when a function is invertible
    2. Express one variable as a function of another
    3. Find and interpret domain and range
        1. The relationship between domain and range of a function and its inverse
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    1. Review solving basic equations
    2. Interpret solving an equation as reversing the order of operations
    3. Review absolute value as both the distance from zero and as a piecewise function
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        1. Inequalities in one variable
        2. Ordering properties of real numbers
        3. Graphing on a number line
        4. Interval and inequality notation
8. Develop skills needed to solve and apply equations including rational, polynomial, exponential, and logarithmic, and solve nonlinear inequalities
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    1. Review the meaning of a solution to a system of equations or inequalities
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        1. Solve by graphing
        2. Solve by substitution
        3. Solve by elimination
    3. Introduce the application of linear techniques to non-linear systems

Changed	Field	Current Version	Proposed Version
		4. Review what a solution to an inequality in two variables looks like	4. Review what a solution to an inequality in two variables looks like
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Changed	Questions	Current Version	Proposed Version
	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):**	MATH D031., MATH D031H, MATH D041., or MATH D041H	MATHD031., or MATHD031H
	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

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
	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	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

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

D-Matrix Form

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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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

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 is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MATH 231	MATH 231
	Course Status	New Stand-Alone	New Stand-Alone
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	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	MATHD231.
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000604872

Articulation

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

De Anza College
Change Report
03/25/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Corequisite(s):
Req/Adv	Advisory(ies) - Other:
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Fatemeh Yarahmadi • Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD431.	MATHD431.
	Course Control Number	CCC000624686	CCC000624686
	Course Title (CB02)	Algebra Support for Precalculus I	Algebra Support for Precalculus I

Changed	Field	Current Version	Proposed Version
	Short Course Title	ALG SUPPORT FOR PRECACL I	ALG SUPPORT FOR PRECACL I
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ <u>2026</u>
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	This course is a review of the core prerequisite skills, competencies, and concepts needed when studying polynomial and rational functions, intended for majors in business, science, technology, engineering, and mathematics who are concurrently enrolled in Precalculus I.	This course ~~is a review of~~ <u>covers</u> the core prerequisite skills, competencies, and concepts needed when studying polynomial and rational functions, intended for majors in business, science, technology, engineering, and ~~mathematics who are concurrently enrolled in Precalculus I.~~ <u>mathematics.</u>
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit enhanced, basic skills course that belongs on the Precalculus Bridge Certificate of Competency. This course is designed to be AB 705 compliant by providing just-in-time instruction for students who are studying the algebraic portion of a precalculus sequence.	This is a noncredit enhanced, basic skills course that belongs on the Precalculus Bridge Certificate of Competency. This course is designed to be AB 705 compliant by providing just-in-time instruction for students who are studying the algebraic portion of a precalculus sequence.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	This course is intended to provide just-in-time instruction for students who are studying precalculus, but who may need to further develop the intermediate algebra skills necessary to succeed in a transfer-level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in precalculus. In addition to providing algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.	This course is intended to provide just-in-time instruction for students who are studying precalculus, but who may need to further develop the intermediate algebra skills necessary to succeed in a transfer-level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students' learning in precalculus. In addition to providing algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No	~~No~~ 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
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	One level below transfer.	One level below transfer.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is a support course	Course is a support course
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

		Associated Program	Math Skills for Business	Associated Program	Math Skills for Business
		Award Type	Certificate of Competency	Award Type	Certificate of Competency

		Associated Program	Precalculus Bridge	Associated Program	Precalculus Bridge
		Award Type	Certificate of Competency	Award Type	Certificate of Competency

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information		

System/Institution	De Anza GE - Supplemental	System/Institution	De Anza GE - Supplemental
Area(s)	• 2SUM - Approved.	Area(s)	• 2SUM - Approved.
-	No value	-	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	2.5
	Lecture Hours - Out of Class	5	5
	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	30	30
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60
	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	30	30
	Total - Course Out-of-Class Hours	60	60

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

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	Other Non-Credit Enhanced Funding.	Other Non-Credit Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Elementary and Secondary Basic Skills.	Elementary and Secondary Basic Skills.
	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	30	30
	Total Laboratory Hours per Term	-	0

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

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

Current Version

Methods of Instruction	
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class Guest speakers In-class exploration of internet sites Problem solving and exploration activities using applications software

Proposed Version

Methods of Instruction	Methods of Instruction
Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class Guest speakers In-class exploration of internet sites Problem solving and exploration activities using applications software

Changed	Field	Current Version	Proposed Version
	Assignments	1. Required readings from text 2. Problem-solving exercises, some involving technology 3. Small group exercises 4. Optional project synthesizing various concepts and skills from the course content	1. Required readings from text 2. Problem-solving exercises, some involving technology 3. Small group exercises 4. Optional project synthesizing various concepts and skills from the course content

Changed	Field	Current Version	Proposed Version

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

Methods of Evaluation — Current Version

Methods of Evaluation	
Methods of Evaluation	1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension. 2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation. 3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation. 4. Final exam

Methods of Evaluation — Proposed Version

Methods of Evaluation	Methods of Evaluation
Methods of Evaluation	1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension. 2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation. 3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation. 4. Final exam

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Graphing calculator or computer software **Essential College Facilities:** • None.	**Essential Student Materials:** • Graphing calculator or computer software **Essential College Facilities:** • None

Examples of Primary Texts and References ❗

	Current Version
Title	No value
Author	Larson , Precalculus with Limits, 4th edition. Boston: Cengage, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

	Current Version
Title	No value
Author	Connally, Hughes-Hallett, Gleason, et al. Functions Modeling Change, 5th Edition. New York: Wiley, 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

	Proposed Version
Title	Precalculus with Limits
Author	Ron Larson
Publisher	Cengage
Date/Edition	2022/ 5th Edition
ISBN	9780357457856

	Proposed Version
Title	Functions Modeling Change: A Preparation for Calculus
Author	Eric Connally, Deborah Hughes-Hallett, Andrew M. Gleason
Publisher	Wiley
Date/Edition	2019/ 6th Edition
ISBN	9781119498315

	Proposed Version
Title	Precalculus
Author	Jay Abramson
Publisher	OpenStax
Date/Edition	2024
ISBN	978171149400-5

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Aufmann, Barker, Nation. Precalculus with Limits. Boston: Houghton-Mifflin, 2000
May include, but are not limited to	No value

Reading List	Blitzer, Robert, Precalculus, 5th Edition, Prentice Hall, 2013
May include, but are not limited to	No value

Reading List	Joseph, George Gheverghese. The Crest of the Peacock: Non-European Roots of Mathematics, 3rd Edition, Princeton, NJ: Princeton Univ. Press, 2010
May include, but are not limited to	No value

Reading List	Kline, Morris, Mathematical Thought from Ancient to Modern Times, Vol. 1-3, 1972, New York and Oxford, Oxford University Press
May include, but are not limited to	No value

Reading List	Maor, Eli, Trigonometric Delights, Princeton, NJ, 1998 Princeton University Press

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

	Reading List	Maor, Eli, e - The Story of a Number , Princeton, NJ, 1994 Princeton University Press	
	May include, but are not limited to	No value	

	Reading List	The MacTutor History of Mathematics Archive, School of Mathematics and Statistics, University of St. Andrews, Fife, Scotland, http://www-groups.dcs.st-and.ac.uk/~history/Indexes/HistoryTopics.html, http://www-groups.dcs.st-and.ac.uk/~history	
	May include, but are not limited to	No value	

	Reading List	Mathematics Multicultural Bibliography available on the De Anza College Mathematics Resources website.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Explore topics related to developing effective learning skills - Develop effective skills for modeling and solving real world applications - Develop skills needed to graph functions and relations in rectangular coordinates and synthesize results from the graphs - Develop skills needed to understand linear functions - Develop skills needed to understand quadratic expressions - Develop skills needed to understand piecewise-defined functions - Develop skills needed in order to understand transformations of functions and relations algebraically and graphically - Develop skills needed to understand radical expressions - Develop skills needed to solve equations, systems of equations, and inequalities. - Develop skills needed to simplify algebraic expressions	- Explore topics related to developing effective learning skills - Develop effective skills for modeling and solving real world applications - Develop skills needed to graph functions and relations in rectangular coordinates and synthesize results from the graphs - Develop skills needed to understand linear functions - Develop skills needed to understand quadratic expressions - Develop skills needed to understand piecewise-defined functions - Develop skills needed in order to understand transformations of functions and relations algebraically and graphically - Develop skills needed to understand radical expressions - Develop skills needed to solve equations, systems of equations, and inequalities. - Develop skills needed to simplify algebraic expressions
	CSLOs		

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.
Expected SLO Performance	0.0

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to problems involving functions.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Explore topics related to developing effective learning skills
		  1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation, and test-taking strategies
		  2. Self-assess using performance criteria to judge and improve one's own work, such as, but not limited to, analyzing and correcting exam errors
		  3. Develop academic confidence and mathematical maturity
		  4. Develop mathematical habits of mind
		    1. Interpret contextualized problems
		    2. Predict solutions
		    3. Analyze different ideas
		    4. Reflect on process and synthesis
		2. Develop effective skills for modeling and solving real-world applications
		  1. Devise a strategy or plan
		  2. Apply precise mathematical notation to convey the thought process behind the work
		    1. Organize algebraic and arithmetic work in a logical and neat manner
		    2. Organize information, using tools such as graphs, charts, tables, and diagrams
		    3. Explain each step and thought process
		  3. Identify and define known and unknown quantities
		  4. Apply mathematical tools to formulate a solution
		  5. Communicate the solution clearly
		    1. State the solution
		    2. Interpret the results in the context of the problem
		3. Develop skills needed to graph functions and relations in rectangular coordinates and synthesize results from the graphs
		  1. Practice graphing skills, such as, but not limited to,
		    1. Plotting points
		    2. Labeling units and scaling axes appropriate to the problem
		  2. Determine and interpret features of graphs, such as, but not limited to,
		    1. Slope of a linear function
		    2. End behavior of a graph
			1. Explore topics related to developing effective learning skills
			  1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation, and test-taking strategies
			  2. Self-assess using performance criteria to judge and improve one's own work, such as, but not limited to, analyzing and correcting exam errors
			  3. Develop academic confidence and mathematical maturity
			  4. Develop mathematical habits of mind
			    1. Interpret contextualized problems
			    2. Predict solutions
			    3. Analyze different ideas
			    4. Reflect on process and synthesis
			2. Develop effective skills for modeling and solving real-world applications
			  1. Devise a strategy or plan
			  2. Apply precise mathematical notation to convey the thought process behind the work
			    1. Organize algebraic and arithmetic work in a logical and neat manner
			    2. Organize information, using tools such as graphs, charts, tables, and diagrams
			    3. Explain each step and thought process
			  3. Identify and define known and unknown quantities
			  4. Apply mathematical tools to formulate a solution
			  5. Communicate the solution clearly
			    1. State the solution
			    2. Interpret the results in the context of the problem
			3. Develop skills needed to graph functions and relations in rectangular coordinates and synthesize results from the graphs
			  1. Practice graphing skills, such as, but not limited to,
			    1. Plotting points
			    2. Labeling units and scaling axes appropriate to the problem
			  2. Determine and interpret features of graphs, such as, but not limited to,
			    1. Slope of a linear function
			    2. End behavior of a graph

Changed	Field	Current Version	Proposed Version

   3. Intercepts
   4. Domain and range, in both mathematical and real-world/practical contexts
4. Develop skills needed to understand linear functions
   1. Graph linear functions
   2. Write the equation of a line using:
      1. Two points
      2. A point and the slope
   3. Interpret slope as a rate of change
   4. Work with parallel and perpendicular lines
   5. Solve equations involving linear functions
   6. Apply linear functions to real-world contexts
5. Develop skills needed to understand quadratic expressions
   1. Graph quadratic functions
   2. Factor quadratic expressions
   3. Complete the square
   4. Utilize the quadratic formula
   5. Manipulate square root expressions
   6. Solve equations involving quadratic expressions
   7. Apply quadratic functions to real-world contexts
6. Develop skills needed to understand piecewise-defined functions
   1. Define and graph piecewise-defined functions
   2. Investigate and graph functions involving absolute value
   3. Solve equations involving absolute value
7. Develop skills needed in order to understand transformations of functions and relations algebraically and graphically
   1. Review arithmetic skills as they apply to real numbers and variables.
   2. Review associative, distributive and commutative properties, as they apply to real numbers and variables.
   3. Review the properties of negative numbers.
   4. Understand compositions of functions
   5. Compare transformations in various forms - graphs, tables, formulas, verbal
8. Develop skills needed to understand radical expressions

(Proposed Version column is identical to Current Version column above.)

Changed	Field	Current Version	Proposed Version
		1. Working with radical functions 1. Graphing radical functions 2. Domain and range of radical functions 3. Applications of radical functions 2. Solving equations involving radical expressions 3. Manipulating radical expressions 1. Properties of radical expressions 2. Simplifying radical expressions 9. Develop skills needed to solve equations, systems of equations, and inequalities. 1. Review solving equations 2. Review solving systems of: 1. Linear equations 2. Non-linear equations 3. Review inequalities, such as but not limited to 1. Inequalities in one variable 2. Ordering properties of real numbers 3. Graphing on a number line 4. Interval and inequality notation 10. Develop skills needed to simplify algebraic expressions 1. Apply properties of both integer and rational exponents 2. Convert between rational exponents and radical expressions 3. Simplify rational expressions involving arithmetic operations	1. Working with radical functions 1. Graphing radical functions 2. Domain and range of radical functions 3. Applications of radical functions 2. Solving equations involving radical expressions 3. Manipulating radical expressions 1. Properties of radical expressions 2. Simplifying radical expressions 9. Develop skills needed to solve equations, systems of equations, and inequalities. 1. Review solving equations 2. Review solving systems of: 1. Linear equations 2. Non-linear equations 3. Review inequalities, such as but not limited to 1. Inequalities in one variable 2. Ordering properties of real numbers 3. Graphing on a number line 4. Interval and inequality notation 10. Develop skills needed to simplify algebraic expressions 1. Apply properties of both integer and rational exponents 2. Convert between rational exponents and radical expressions 3. Simplify rational expressions involving arithmetic operations
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
❗	**Corequisite(s):**	No Value	MATH D031., or MATH D031H
	Advisory(ies):	No Value	No Value
❗	**Advisory(ies) - Other:**	MATH D031., MATH D031H, MATH D041., or MATH D041H	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):	NONCREDIT: (This is a noncredit enhanced, basic skills course.)	NONCREDIT: (This is a noncredit enhanced, basic skills course.)
	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

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
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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

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

E-Matrix Form

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

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

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

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 is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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

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	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/5/25	Req/Adv	Advisory(ies) - other	required	This is a mirrored noncredit course so the requisites must be the same as the credit course. Please move Math 31 or Math 31H to corequiste as it is in the credit version.	Y
3/5/25	Basic Course Information	Attachments	required	This is a mirrored noncredit course so the requisites must be the same as the credit course. Please revise matrix G so that Math 31 or Math 31H is a corequisite.	Y

| | **Stage 8: Dean of Online Learning** | No Value | |

Date	Name - Role OR Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/17/25	Gabriela Nocito on behalf of COOL Members	Basic Information - Modality	Required	Please indicate the course modality as currently none has been selected even though the forms are attached correctly.	Y

| | **Stage 9: Articulation Officer** | No Value | No Value |

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MATH 431	MATH 431
	Course Status	New	New
	Course Characteristics	Noncredit Enhanced	Noncredit Enhanced
	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)	No Value	No Value
	Curriculum Office Notes	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	MATHD431.
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000624686

Articulation

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

De Anza College
Change Report
03/25/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Corequisite(s):
Course Justification	Course Justification
Stand-Alone Statement	Stand-Alone Statement
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Fatemeh Yarahmadi • Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD232.	MATHD232.
	Course Control Number	CCC000617395	CCC000617395
	Course Title (CB02)	Algebra Support for Precalculus II	Algebra Support for Precalculus II
	Short Course Title	ALGEBRA SUPPORT FOR PRECALC II	ALGEBRA SUPPORT FOR PRECALC II

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	A review of the core prerequisite skills, competencies, and concepts needed in studying the theory of trigonometric functions and their applications. Intended for majors in business, science, technology, engineering, and mathematics who are concurrently enrolled in Precalculus II.	~~A review of~~ This course covers the core prerequisite skills, competencies, and concepts needed in studying the theory of trigonometric functions and their applications. Intended for majors in business, science, technology, engineering, and ~~mathematics who are concurrently enrolled in Precalculus II.~~ mathematics.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying the trigonometric half of a precalculus sequence.	This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying ~~the trigonometric half of a precalculus sequence.~~ <u>Trigonometry.</u>

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version
	Stand-Alone Statement	No value	<u>This is a stand-alone course designed to be AB 705 compliant by providing just-in-time instruction for students who are studying Trigonometry.</u>

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	This course is intended to provide just-in-time instruction for students who are studying precalculus, but who may lack the intermediate algebra skills necessary to succeed in a transfer level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students learning in precalculus. In addition to providing the algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.	This course is intended to provide just-in-time instruction for students who are studying precalculus, but who may lack the intermediate algebra skills necessary to succeed in a transfer level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students learning in precalculus. In addition to providing the algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No	~~No~~ 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
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	One level below transfer.	One level below transfer.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is a support course	Course is a support course
	Repeat Limit	0	0
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	No value	

UC Transferable and/or Lower-Division Major Requirement

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

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)	Not transferable	Not transferable

Changed	Field	Current Version	Proposed Version
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information		

System/Institution	De Anza GE - Supplemental	System/Institution	De Anza GE - Supplemental
Area(s)	• 2SUM - Approved.	**Area(s)**	• 2SUM - Approved.
-	No value	**-**	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	2.5
	Lecture Hours - Out of Class	5	5
	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	90	90

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60
	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	30	30
	Total - Course Out-of-Class Hours	60	60
	Total Credit Units - Minimum Credit Units	2.5	2.5
	Total Credit Units - Maximum Credit Units	2.5	2.5

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 - Not Degree Applicable	Credit - Not 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	90	90
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	2.5	2.5
	Minimum Credit Units	2.5	2.5
	Maximum Credit Units	2.5	2.5

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
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class Guest speakers	**Methods of Instruction**	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class Guest speakers
	Assignments	1. Required readings from text 2. Problem-solving exercises, some involving technology 3. Small group exercises 4. Optional project synthesizing various concepts and skills from the course content		1. Required readings from text 2. Problem-solving exercises, some involving technology 3. Small group exercises 4. Optional project synthesizing various concepts and skills from the course content	

Changed	Field	Current Version	Proposed Version

	Methods of Evaluation		

Methods of Evaluation

| **Methods of Evaluation** | 1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
 2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
 3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
 4. Final exam or project |

Methods of Evaluation   Methods of Evaluation

| **Methods of Evaluation** | 1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
 2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
 3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
 4. Final exam or project |

Changed	Field	Current Version	Proposed Version
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Graphing calculator and/or computer software **Essential College Facilities:** • None.	**Essential Student Materials:** • Graphing calculator and/or computer software **Essential College Facilities:** • None
❗	**Examples of Primary Texts and References**		

Current Version:

Title	No value
Author	Larson. Precalculus with Limits, 4th Edition. Cengage, 2018
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Barnett, Ziegler, Byleen and Sobecki. Analytic Trigonometry with Applications, 11th Edition. Wiley, 2012.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Lial, Hornsby, Schneider and Daniels. Trigonometry, 11th Edition. Pearson, 2017.
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version:

Title	Precalculus with Limits
Author	Ron Larson
Publisher	Cengage
Date/Edition	2022/ 5th Edition
ISBN	9780357457856

Title	Analytic Trigonometry with Applications
Author	Raymond A. Barnett, Michael R. Ziegler, Karl E. Byleen
Publisher	Wiley
Date/Edition	2011/ 11th Edition
ISBN	9780470648056

Title	Precalculus
Author	Jay Abramson
Publisher	OpenStax
Date/Edition	2024
ISBN	9781711494005

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Blatner, David. The Joy of Pi. Walker and Co., 1997
May include, but are not limited to	No value

Reading List	Mathematics Multicultural Bibliography available on the De Anza College Mathematics Resources website.
May include, but are not limited to	No value

Reading List	Joseph, George Gheverghese. The Crest of the Peacock: Non-European Roots of Mathematics, 3rd Edition. Penguin Books, 2010
May include, but are not limited to	No value

Reading List	Heilbron, J. L. Geometry Civilized: History, Culture and Technique. Clarendon Press, 1998
May include, but are not limited to	No value

Reading List	Maor, Eli. Trigonometric Delights. Princeton University Press, 1998

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

Reading List	Nahin, Paul. An Imaginary Tale: The Story of Sqrt(-1). Princeton University Press, 1998	
May include, but are not limited to	No value	

Reading List	Historical Topics for the Mathematics Classroom. National Council of Teachers of Mathematics, Inc., 1998	
May include, but are not limited to	No value	

Reading List	Nelson, David, George Gheverghese Joseph and Julian Williams. Multicultural Mathematics: Teaching Mathematics from a Global Perspective. Oxford University Press, 1993	
May include, but are not limited to	No value	

Reading List	Rieder, John and Larry Smith, editors. Multiculturalism and Representation: Selected Essays. East-West Center, 2001	
May include, but are not limited to	No value	

Changed	Field	Current Version	Proposed Version

Changed	Field	Current Version	Proposed Version
	Reading List	Alcoze, Thom and Miriam Barrios-Chacon. Multiculturalism in Mathematics, Science and Technology: Readings and Activities. Clarendon Press, 1999	
	May include, but are not limited to	No value	
	Reading List	The MacTutor History of Mathematics Archive. School of Mathematics and Statistics, University of St. Andrews, Fife, Scotland. http://www-groups.dcs.st-and.ac.uk/~history/Indexes/historyTopics.html, http://www-groups.dcs.st-and.ac.uk/~history	
	May include, but are not limited to	No value	
	Reading List	Smith, Karl. Trigonometry, 4th Edition. Thomson Brooks/Cole, 2005	
	May include, but are not limited to	No value	
	Reading List	Connally, Hughes-Hallett, Gleason, et al. Functions Modeling Change, 4th Edition. Wiley, 2011	
	May include, but are not limited to	No value	
	Reading List	Sullivan, M. Trigonometry, a Unit Circle Approach, 7th Edition. Prentice-Hall, 2005	

Changed	Field	Current Version	Proposed Version

	May include, but are not limited to	No value	
	Reading List	Aratari. Trigonometry, a Circular Function Approach. Addison-Wesley, 2004	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Explore topics related to developing effective learning skills • Develop effective skills for modeling and solving real world applications • Develop skills needed for evaluating trigonometric functions using both degree and radian measure • Develop skills needed for solving oblique and right triangles • Develop skills needed to solve arc length and sector area problems • Develop skills needed to graph and analyze the six trigonometric functions • Develop skills needed for applying trigonometric identities to simplify and evaluate trigonometric expressions and verify other identities • Develop skills needed to analyze the inverse trigonometric functions • Develop skills needed to solve trigonometric equations • Develop skills needed to define the polar coordinate system and introduce polar graphs • Develop skills needed to examine complex numbers in the complex plane • Develop skills needed to perform operations with 2D vectors	• Explore topics related to developing effective learning skills • Develop effective skills for modeling and solving real world applications • Develop skills needed for evaluating trigonometric functions using both degree and radian measure • Develop skills needed for solving oblique and right triangles • Develop skills needed to solve arc length and sector area problems • Develop skills needed to graph and analyze the six trigonometric functions • Develop skills needed for applying trigonometric identities to simplify and evaluate trigonometric expressions and verify other identities • Develop skills needed to analyze the inverse trigonometric functions • Develop skills needed to solve trigonometric equations • Develop skills needed to define the polar coordinate system and introduce polar graphs • Develop skills needed to examine complex numbers in the complex plane • Develop skills needed to perform operations with 2D vectors

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to trigonometric problems.
Expected SLO Performance	0.0

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to trigonometric problems.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Explore topics related to developing effective learning skills 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors 3. Develop academic confidence and mathematical maturity 4. Develop mathematical habits of mind 1. Interpret contextualized problems 2. Predict solutions 3. Analyze different ideas 4. Reflect on process and synthesis 2. Develop effective skills for modeling and solving real world applications 1. Devise a strategy or plan 2. Apply precise mathematical notation to convey the thought process behind the work 1. Organize algebraic and arithmetic work in a logical and neat manner 2. Organize information, using tools such as graphs, charts, tables and diagrams 3. Explain each step and thought process 3. Identify and define known and unknown quantities 4. Apply mathematical tools to formulate a solution 5. Communicate the solution clearly 1. State the solution 2. Interpret the results in the context of the problem 3. Develop skills needed for evaluating trigonometric functions using both degree and radian measure 1. Reducing fractions 2. Pythagorean theorem 3. Simplifying square roots 4. Rationalize denominators 5. Special right triangles 6. Technology support 4. Develop skills needed for solving oblique and right triangles	1. Explore topics related to developing effective learning skills 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation and test-taking strategies 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors 3. Develop academic confidence and mathematical maturity 4. Develop mathematical habits of mind 1. Interpret contextualized problems 2. Predict solutions 3. Analyze different ideas 4. Reflect on process and synthesis 2. Develop effective skills for modeling and solving real world applications 1. Devise a strategy or plan 2. Apply precise mathematical notation to convey the thought process behind the work 1. Organize algebraic and arithmetic work in a logical and neat manner 2. Organize information, using tools such as graphs, charts, tables and diagrams 3. Explain each step and thought process 3. Identify and define known and unknown quantities 4. Apply mathematical tools to formulate a solution 5. Communicate the solution clearly 1. State the solution 2. Interpret the results in the context of the problem 3. Develop skills needed for evaluating trigonometric functions using both degree and radian measure 1. Reducing fractions 2. Pythagorean theorem 3. Simplifying square roots 4. Rationalize denominators 5. Special right triangles 6. Technology support 4. Develop skills needed for solving oblique and right triangles

Changed	Field	Current Version	Proposed Version

1. 180 degrees/Pi radians in a triangle
2. Definitions of right/oblique triangles
3. Solving proportions

5. Develop skills needed to solve arc length and sector area problems
    1. Conversion from degrees to radians
    2. Arc length, angular velocity, linear velocity and area of a sector formulas require that the given angle be in radians

6. Develop skills needed to graph and analyze the six trigonometric functions
    1. Period of sine, cosecant, cosine and secant are multiples of 2Pi, while tangent/cotangent are multiples of Pi
    2. Explore the phase shift and its relationship to composition of functions

7. Develop skills needed for applying trigonometric identities to simplify and evaluate trigonometric expressions and verify other identities
    1. The unit circle and its relationship to the Pythagorean Theorem
    2. Review properties of exponents and explore their relationship to exponential powers of trigonometric terms
    3. Review algebraic simplification as it applies to combining like trigonometric terms

8. Develop skills needed to analyze the inverse trigonometric functions
    1. Review the difference between functions and relations and how these relate to the different notions of trigonometric inverses
    2. Review the notion of domain and range and how these relate to trigonometric functions and their inverses
    3. Discuss the differences between the various inverse notations they may encounter
    4. Clarify the difference between the negative one exponent (the reciprocal function) and the negative one superscript (the inverse function)

9. Develop skills needed to solve trigonometric equations
    1. Review techniques of factoring
    2. Apply factoring to solve quadratic equations

Proposed Version

1. 180 degrees/Pi radians in a triangle
2. Definitions of right/oblique triangles
3. Solving proportions

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9. Develop skills needed to solve trigonometric equations
    1. Review techniques of factoring
    2. Apply factoring to solve quadratic equations

Changed	Field	Current Version	Proposed Version

		3. Solve irreducible quadratic equations using the quadratic formula.
		4. Recognize the relationship between rotations and trigonometric equations involving multiple angles.
		10. Develop skills needed to define the polar coordinate system and introduce polar graphs
		   1. Review the notion of distance from the origin in two dimensions.
		   2. Introduce the notion of directed distance as it relates to polar coordinates
		   3. Recognize multiple polar coordinate representations of a single Cartesian point
		11. Develop skills needed to examine complex numbers in the complex plane
		   1. Review the definition of a complex unit
		   2. Review products of binomials
		   3. Recognize that the square of a binomial is neither the sum or difference of squares (The Freshman's Dream)
		12. Develop skills needed to perform operations with 2D vectors
		   1. Review the difference between the absolute value of a real number and the absolute value of a complex number
		   2. Investigate the relationship between the magnitude of a vector and the absolute value of a complex number
		   3. Develop the connection between 2D vectors and polar coordinates
		      1. Similarities between r and magnitude, between theta and direction
		      2. Differences between polar coordinates and 2D vectors
			3. Solve irreducible quadratic equations using the quadratic formula.
			4. Recognize the relationship between rotations and trigonometric equations involving multiple angles.
			10. Develop skills needed to define the polar coordinate system and introduce polar graphs
			   1. Review the notion of distance from the origin in two dimensions.
			   2. Introduce the notion of directed distance as it relates to polar coordinates
			   3. Recognize multiple polar coordinate representations of a single Cartesian point
			11. Develop skills needed to examine complex numbers in the complex plane
			   1. Review the definition of a complex unit
			   2. Review products of binomials
			   3. Recognize that the square of a binomial is neither the sum or difference of squares (The Freshman's Dream)
			12. Develop skills needed to perform operations with 2D vectors
			   1. Review the difference between the absolute value of a real number and the absolute value of a complex number
			   2. Investigate the relationship between the magnitude of a vector and the absolute value of a complex number
			   3. Develop the connection between 2D vectors and polar coordinates
			      1. Similarities between r and magnitude, between theta and direction
			      2. Differences between polar coordinates and 2D vectors

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

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
❗	**Corequisite(s):**	MATH D032., MATH D032H, MATH D042., or MATH D042H	MATH D032., or MATH D032H
	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

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
	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	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

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

D-Matrix Form

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

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

F-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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

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 is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MATH 232	MATH 232
	Course Status	New Stand-Alone	New Stand-Alone
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	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	MATHD232.
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000617395

Articulation

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

De Anza College
Change Report
03/25/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Req/Adv	Corequisite(s):
Req/Adv	Advisory(ies) - Other:
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 8: Dean of Online Learning
Course Justification	Course Justification
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Fatemeh Yarahmadi • Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD432.	MATHD432.
	Course Control Number	CCC000624689	CCC000624689

Changed	Field	Current Version	Proposed Version
	Course Title (CB02)	Algebra Support for Precalculus II	Algebra Support for Precalculus II
	Short Course Title	ALGEBRA SUPPORT FOR PRECALC II	ALGEBRA SUPPORT FOR PRECALC II
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
❗	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	Course Description	This course is a review of core prerequisite skills, competencies, and concepts needed in studying the theory of trigonometric functions and their applications, intended for majors in business, science, technology, engineering, and mathematics who are concurrently enrolled in Precalculus II.	This course ~~is a review of~~ covers the core prerequisite skills, competencies, and concepts needed in studying the theory of trigonometric functions and their applications, intended for majors in business, science, technology, engineering, and ~~mathematics who are concurrently enrolled in Precalculus II.~~ mathematics.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	FSA	No value	• FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit enhanced, basic skills course that belongs on the Precalculus Bridge Certificate of Competency. This course is designed to be AB 705 compliant by providing just-in-time instruction for students who are studying the trigonometric half of a precalculus sequence.	This is a noncredit enhanced, basic skills course that belongs on the Precalculus Bridge Certificate of Competency. This course is designed to be AB 705 compliant by providing just-in-time instruction for students who are studying ~~the trigonometric half of a precalculus sequence.~~ <u>trigonometry.</u>

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	This course is intended to provide just-in-time instruction for students who are studying precalculus, but who may lack the intermediate algebra skills necessary to succeed in a transfer-level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students learning in precalculus. In addition to providing algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.	This course is intended to provide just-in-time instruction for students who are studying precalculus, but who may lack the intermediate algebra skills necessary to succeed in a transfer-level math course. This course gives the instructor of the requisite course the opportunity to cover topics as needed to support the students learning in precalculus. In addition to providing algebraic skills, an emphasis should be placed on developing study skills and habits of mind that will aid the students in all of their further math courses.

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
❗	**Is this a mirrored credit/noncredit course?**	No	~~No~~ 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
	Foothill Faculty Consultation Name	No value	
	Foothill Course ID	No value	
	Does the course have a Foothill equivalent?	No	No

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	One level below transfer.	One level below transfer.
	Course Special Class Status (CB13)	Course is not a special class.	Course is not a special class.

Changed	Field	Current Version	Proposed Version
	Course Support Status (CB26)	Course is a support course	Course is a support course
	Repeat Limit	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version
	Course is part of a program	**Associated Program** — Precalculus Bridge **Award Type** — Certificate of Competency	**Associated Program** — Precalculus Bridge **Award Type** — Certificate of Competency

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	GE Information		

System/Institution	De Anza GE - Supplemental	System/Institution	De Anza GE - Supplemental
Area(s)	• 2SUM - Approved.	**Area(s)**	• 2SUM - Approved.
-	No value	**-**	No value

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	2.5	2.5
	Lecture Hours - Out of Class	5	5
	Laboratory Hours - In Class	0	0
	Laboratory Hours - Out of Class	0	0
	NA Hours - In Class	0	0
	NA Hours - Out of Class	0	0

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	30	30
	Lecture Hours - Course In-Class (Contact) per Term	30	30
	Lecture Hours - Course Out-of-Class per Term	60	60
	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	30	30
	Total - Course Out-of-Class Hours	60	60
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

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	Other Non-Credit Enhanced Funding.	Other Non-Credit Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Elementary and Secondary Basic Skills.	Elementary and Secondary Basic Skills.
	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	30	30
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version

Methods of Instruction

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

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

Assignments

Current Version:
1. Required readings from text
2. Problem-solving exercises, some involving technology
3. Small group exercises
4. Optional project synthesizing various concepts and skills from the course content

Proposed Version:
1. Required readings from text
2. Problem-solving exercises, some involving technology
3. Small group exercises
4. Optional project synthesizing various concepts and skills from the course content

Changed	Field	Current Version	Proposed Version

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

Methods of Evaluation

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

| **Methods of Evaluation** | 1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
 2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
 3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
 4. Final exam or project | **Methods of Evaluation** | 1. Periodic quizzes and/or assignments from sources related to the topics listed in the curriculum are evaluated for completion. Feedback will be given on accuracy in order to assist the students' comprehension.
 2. Projects may be used to enhance the students' understanding of topics studied in the course in group or individual formats. Students will communicate their understanding orally and/or in writing. The evaluation is to be based on completion and level of participation.
 3. Small group exercises will be evaluated based on the level of engagement in the material and level of participation.
 4. Final exam or project |

Changed	Field	Current Version	Proposed Version
⚠	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • Graphing calculator and/or computer software **Essential College Facilities:** • None.	**Essential Student Materials:** • Graphing calculator and/or computer software **Essential College Facilities:** • None

Changed	Field	Current Version		Proposed Version	
⚠	**Examples of Primary Texts and References**	**Title**	No value	**Title**	Precalculus with Limits
		Author	Larson. Precalculus with Limits, 4th Edition. Cengage, 2018	**Author**	Ron Larson
		Publisher	No value	**Publisher**	Cengage
		Date/Edition	No value	**Date/Edition**	2022/ 5th Edition
		ISBN	No value	**ISBN**	9780357457856
		Title	No value	**Title**	Analytic Trigonometry with Applications
		Author	Barnett, Ziegler, Byleen and Sobecki. Analytic Trigonometry with Applications, 11th Edition. Wiley, 2012.	**Author**	Raymond A. Barnett, Michael R. Ziegler, Karl E. Byleen
		Publisher	No value	**Publisher**	Wiley
		Date/Edition	No value	**Date/Edition**	2011/ 11th Edition
		ISBN	No value	**ISBN**	9780470648056
		Title	No value	**Title**	Precalculus
		Author	Lial, Hornsby, Schneider and Daniels. Trigonometry, 11th Edition. Pearson, 2017.	**Author**	Jay Abramson
		Publisher	No value	**Publisher**	OpenStax
		Date/Edition	No value	**Date/Edition**	2024
		ISBN	No value	**ISBN**	9781711494005

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Blatner, David. The Joy of Pi. Walker and Co., 1997
May include, but are not limited to	No value

Reading List	Mathematics Multicultural Bibliography available on the De Anza College Mathematics Resources website.
May include, but are not limited to	No value

Reading List	Joseph, George Gheverghese. The Crest of the Peacock: Non-European Roots of Mathematics, 3rd Edition. Penguin Books, 2010
May include, but are not limited to	No value

Reading List	Heilbron, J. L. Geometry Civilized: History, Culture and Technique. Clarendon Press, 1998
May include, but are not limited to	No value

Reading List	Maor, Eli. Trigonometric Delights. Princeton University Press, 1998

Changed	Field	Current Version	Proposed Version

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

| **Reading List** | Nahin, Paul. An Imaginary Tale: The Story of Sqrt(-1). Princeton University Press, 1998 |
| **May include, but are not limited to** | No value |

| **Reading List** | Historical Topics for the Mathematics Classroom. National Council of Teachers of Mathematics, Inc., 1998 |
| **May include, but are not limited to** | No value |

| **Reading List** | Nelson, David, George Gheverghese Joseph and Julian Williams. Multicultural Mathematics: Teaching Mathematics from a Global Perspective. Oxford University Press, 1993 |
| **May include, but are not limited to** | No value |

| **Reading List** | Rieder, John and Larry Smith, editors. Multiculturalism and Representation: Selected Essays. East-West Center, 2001 |
| **May include, but are not limited to** | No value |

Changed	Field	Current Version	Proposed Version
	Reading List	Alcoze, Thom and Miriam Barrios-Chacon. Multiculturalism in Mathematics, Science and Technology: Readings and Activities. Clarendon Press, 1999	
	May include, but are not limited to	No value	
	Reading List	The MacTutor History of Mathematics Archive. School of Mathematics and Statistics, University of St. Andrews, Fife, Scotland. http://www-groups.dcs.st-and.ac.uk/~history/Indexes/historyTopics.html, http://www-groups.dcs.st-and.ac.uk/~history	
	May include, but are not limited to	No value	
	Reading List	Smith, Karl. Trigonometry, 4th Edition. Thomson Brooks/Cole, 2005	
	May include, but are not limited to	No value	
	Reading List	Connally, Hughes-Hallett, Gleason, et al. Functions Modeling Change, 4th Edition. Wiley, 2011	
	May include, but are not limited to	No value	
	Reading List	Sullivan, M. Trigonometry, a Unit Circle Approach, 7th Edition. Prentice-Hall, 2005	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

| | **Reading List** | Aratari. Trigonometry, a Circular Function Approach. Addison-Wesley, 2004 | |
| | **May include, but are not limited to** | No value | |

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Explore topics related to developing effective learning skills - Develop effective skills for modeling and solving real world applications - Develop skills needed for evaluating trigonometric functions using both degree and radian measure - Develop skills needed for solving oblique and right triangles - Develop skills needed to solve arc length and sector area problems - Develop skills needed to graph and analyze the six trigonometric functions - Develop skills needed for applying trigonometric identities to simplify and evaluate trigonometric expressions and verify other identities - Develop skills needed to analyze the inverse trigonometric functions - Develop skills needed to solve trigonometric equations - Develop skills needed to define the polar coordinate system and introduce polar graphs - Develop skills needed to examine complex numbers in the complex plane - Develop skills needed to perform operations with 2D vectors	- Explore topics related to developing effective learning skills - Develop effective skills for modeling and solving real world applications - Develop skills needed for evaluating trigonometric functions using both degree and radian measure - Develop skills needed for solving oblique and right triangles - Develop skills needed to solve arc length and sector area problems - Develop skills needed to graph and analyze the six trigonometric functions - Develop skills needed for applying trigonometric identities to simplify and evaluate trigonometric expressions and verify other identities - Develop skills needed to analyze the inverse trigonometric functions - Develop skills needed to solve trigonometric equations - Develop skills needed to define the polar coordinate system and introduce polar graphs - Develop skills needed to examine complex numbers in the complex plane - Develop skills needed to perform operations with 2D vectors

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to trigonometric problems.
Expected SLO Performance	0.0

CSLOs	Demonstrate sound algebraic techniques by applying proper mathematical notation to trigonometric problems.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Explore topics related to developing effective learning skills 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation, and test-taking strategies 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors 3. Develop academic confidence and mathematical maturity 4. Develop mathematical habits of mind 1. Interpret contextualized problems 2. Predict solutions 3. Analyze different ideas 4. Reflect on process and synthesis 2. Develop effective skills for modeling and solving real-world applications 1. Devise a strategy or plan 2. Apply precise mathematical notation to convey the thought process behind the work 1. Organize algebraic and arithmetic work in a logical and neat manner 2. Organize information, using tools such as graphs, charts, tables, and diagrams 3. Explain each step and thought process 3. Identify and define known and unknown quantities 4. Apply mathematical tools to formulate a solution 5. Communicate the solution clearly 1. State the solution 2. Interpret the results in the context of the problem 3. Develop skills needed for evaluating trigonometric functions using both degree and radian measure 1. Reducing fractions 2. Pythagorean theorem 3. Simplifying square roots 4. Rationalize denominators 5. Special right triangles 6. Technology support 4. Develop skills needed for solving oblique and right triangles	1. Explore topics related to developing effective learning skills 1. Learn study skills, such as but not limited to, organizational skills, time management, campus resources, peer learning, test preparation, and test-taking strategies 2. Self-assess using performance criteria to judge and improve one's own work, such as but not limited to, analyzing and correcting exam errors 3. Develop academic confidence and mathematical maturity 4. Develop mathematical habits of mind 1. Interpret contextualized problems 2. Predict solutions 3. Analyze different ideas 4. Reflect on process and synthesis 2. Develop effective skills for modeling and solving real-world applications 1. Devise a strategy or plan 2. Apply precise mathematical notation to convey the thought process behind the work 1. Organize algebraic and arithmetic work in a logical and neat manner 2. Organize information, using tools such as graphs, charts, tables, and diagrams 3. Explain each step and thought process 3. Identify and define known and unknown quantities 4. Apply mathematical tools to formulate a solution 5. Communicate the solution clearly 1. State the solution 2. Interpret the results in the context of the problem 3. Develop skills needed for evaluating trigonometric functions using both degree and radian measure 1. Reducing fractions 2. Pythagorean theorem 3. Simplifying square roots 4. Rationalize denominators 5. Special right triangles 6. Technology support 4. Develop skills needed for solving oblique and right triangles

Changed	Field	Current Version	Proposed Version

<div style="display:flex">
<div style="flex:1">

     1. 180 degrees/Pi radians in a triangle
     2. Definitions of right/oblique triangles
     3. Solving proportions

5. Develop skills needed to solve arc length and sector area problems
     1. Conversion from degrees to radians
     2. Arc length, angular velocity, linear velocity, and area of a sector formulas require that the given angle be in radians

6. Develop skills needed to graph and analyze the six trigonometric functions
     1. Period of sine, cosecant, cosine, and secant are multiples of 2Pi, while tangent/cotangent are multiples of Pi
     2. Explore the phase shift and its relationship to the composition of functions

7. Develop skills needed for applying trigonometric identities to simplify and evaluate trigonometric expressions and verify other identities
     1. The unit circle and its relationship to the Pythagorean Theorem
     2. Review properties of exponents and explore their relationship to exponential powers of trigonometric terms
     3. Review algebraic simplification as it applies to combining like trigonometric terms

8. Develop skills needed to analyze the inverse trigonometric functions
     1. Review the difference between functions and relations and how these relate to the different notions of trigonometric inverses
     2. Review the notion of domain and range and how these relate to trigonometric functions and their inverses
     3. Discuss the differences between the various inverse notations they may encounter
     4. Clarify the difference between the negative one exponent (the reciprocal function) and the negative one superscript (the inverse function)

9. Develop skills needed to solve trigonometric equations
     1. Review techniques of factoring
     2. Apply factoring to solve quadratic equations

</div>
<div style="flex:1">

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     2. Definitions of right/oblique triangles
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9. Develop skills needed to solve trigonometric equations
     1. Review techniques of factoring
     2. Apply factoring to solve quadratic equations

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</div>

Changed	Field	Current Version	Proposed Version
		3. Solve irreducible quadratic equations using the quadratic formula. 4. Recognize the relationship between rotations and trigonometric equations involving multiple angles. 10. Develop skills needed to define the polar coordinate system and introduce polar graphs 1. Review the notion of distance from the origin in two dimensions. 2. Introduce the notion of directed distance as it relates to polar coordinates 3. Recognize multiple polar coordinate representations of a single Cartesian point 11. Develop skills needed to examine complex numbers in the complex plane 1. Review the definition of a complex unit 2. Review products of binomials 3. Recognize that the square of a binomial is neither the sum or difference of squares (The Freshman's Dream) 12. Develop skills needed to perform operations with 2D vectors 1. Review the difference between the absolute value of a real number and the absolute value of a complex number 2. Investigate the relationship between the magnitude of a vector and the absolute value of a complex number 3. Develop the connection between 2D vectors and polar coordinates 1. Similarities between r and magnitude, between theta and direction 2. Differences between polar coordinates and 2D vectors	3. Solve irreducible quadratic equations using the quadratic formula. 4. Recognize the relationship between rotations and trigonometric equations involving multiple angles. 10. Develop skills needed to define the polar coordinate system and introduce polar graphs 1. Review the notion of distance from the origin in two dimensions. 2. Introduce the notion of directed distance as it relates to polar coordinates 3. Recognize multiple polar coordinate representations of a single Cartesian point 11. Develop skills needed to examine complex numbers in the complex plane 1. Review the definition of a complex unit 2. Review products of binomials 3. Recognize that the square of a binomial is neither the sum or difference of squares (The Freshman's Dream) 12. Develop skills needed to perform operations with 2D vectors 1. Review the difference between the absolute value of a real number and the absolute value of a complex number 2. Investigate the relationship between the magnitude of a vector and the absolute value of a complex number 3. Develop the connection between 2D vectors and polar coordinates 1. Similarities between r and magnitude, between theta and direction 2. Differences between polar coordinates and 2D vectors
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	No Value	No Value
❗	Corequisite(s):	No Value	MATH D032., or MATH D032H
	Advisory(ies):	No Value	No Value
❗	Advisory(ies) - Other:	MATH D032., MATH D032H, MATH D042., or MATH D042H	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):	NONCREDIT: (This is a noncredit enhanced, basic skills course.)	NONCREDIT: (This is a noncredit enhanced, basic skills course.)
	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

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
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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

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

E-Matrix Form

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

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

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

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 is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			3/5/25	Req/Adv	Advisory(ies) - other	required	This is a mirrored noncredit course so the requisites must be the same as the credit course. Please move Math 32 or Math 32H to corequiste as it is in the credit version.	
			3/5/25	Basic Course Information	Attachments	required	This is a mirrored noncredit course so the requisites must be the same as the credit course. Please revise matrix G so that Math 32 or Math 32H is a corequisite.	

| ❗ | **Stage 8: Dean of Online Learning** | No Value | | | | | | |

			Date	**Name - Role OR Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
			3/17/25	**Gabriela Nocito on behalf of COOL Members**	Basic Information - Modality	Required	Please indicate the course modality as currently none is selected even though forms are attached correctly.	Y

| | **Stage 9: Articulation Officer** | No Value | No Value | | | | | |

Changed	Questions	Current Version	Proposed Version
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MATH 432	MATH 432
	Course Status	New	New
	Course Characteristics	Noncredit Enhanced	Noncredit Enhanced
	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)	No Value	No Value
	Curriculum Office Notes	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	MATHD432.
	Distance Education Approved	No
	Board of Trustees Approval Date	

Changed	Field	Current Version
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000624689

Articulation

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

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	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
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.
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Fatemeh Yarahmadi • Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD410.	MATHD410.
	Course Control Number	CCC000624683	CCC000624683
	Course Title (CB02)	College Math Preparation Level 1: Pre-Algebra	College Math Preparation Level 1: Pre-Algebra
	Short Course Title	MATH PREP LEVEL 1:PRE-ALGEBRA	MATH PREP LEVEL 1:PRE-ALGEBRA
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2026

Changed	Field	Current Version	Proposed Version
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	Topics include the use of basic arithmetic in application problems, estimation, the real number system, variables and linear equations, graphs of linear equations and the Cartesian coordinate system, and the concept of function.	Topics include the use of basic arithmetic in application problems, estimation, the real number system, variables and linear equations, graphs of linear equations and the Cartesian coordinate system, and the concept of function.
	Course Type (CB27)	• Lower Division	• Lower Division
❶	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❶	**Discipline 1**	No value	• Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❶	**FSA**	No value	• FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit enhanced, basic skills course and belongs on the Math Basic Skills Certificate of Competency. This course is part of De Anza College's developmental sequence of basic skills courses in preparation for transfer-level work that ultimately prepares students for MATH D114., which satisfies the mathematics proficiency requirement for the De Anza AA/AS degree. This course focuses on the use of basic arithmetic in application problems, estimation, the real number system, variables and linear equations, graphs of linear equations, and the Cartesian coordinate system.	~~This is a noncredit enhanced, basic skills course and belongs on the Math Basic Skills Certificate of Competency.~~ This course is part of De Anza ~~College's~~ College's developmental sequence ~~of basic~~ designed to build foundational skills ~~courses~~ in preparation for transfer-level ~~work that ultimately prepares students for MATH D114., which satisfies the mathematics proficiency requirement for the De Anza AA/AS degree. This course focuses on the use of~~ coursework and advanced math studies. It covers basic arithmetic ~~in application problems,~~ applications, estimation, the real number system, variables and linear equations, ~~graphs of~~ graphing linear equations, and the Cartesian coordinate system.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	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
	Foothill Faculty Consultation Name	No value	

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	Three levels below transfer.	Three levels below transfer.
	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	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program

	Current Version		Proposed Version
Associated Program	Math Basic Skills	**Associated Program**	Math Basic Skills
Award Type	Certificate of Competency	**Award Type**	Certificate of Competency

	Current Version		Proposed Version
Associated Program	Math Basic Skills (In Development)	**Associated Program**	Math Basic Skills (In Development)
Award Type	Certificate of Competency	**Award Type**	Certificate of Competency

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	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
	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	60	60
	Lecture Hours - Course In-Class (Contact) per Term	60	60
	Lecture Hours - Course Out-of-Class per Term	120	120
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

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	Other Non-Credit Enhanced Funding.	Other Non-Credit Enhanced Funding.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Elementary and Secondary Basic Skills.	Elementary and Secondary Basic Skills.
	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	60	60
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

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 Collaborative learning and small group exercises Computer lab assignments

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 Collaborative learning and small group exercises Computer lab assignments

Assignments

Current Version:
1. Reading of text explanations and examples
2. Written assignments which may include
   1. Problem solving exercises from the text
   2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
   3. Projects such as labs or "big problems" that require research or data collection
   4. Problem journals
   5. Portfolios
3. Class Participation which may include
   1. Collaborative activities
   2. Oral presentations

Proposed Version:
1. Reading of text explanations and examples
2. Written assignments which may include
   1. Problem solving exercises from the text
   2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
   3. Projects such as labs or "big problems" that require research or data collection
   4. Problem journals
   5. Portfolios
3. Class Participation which may include
   1. Collaborative activities
   2. Oral presentations

Changed	Field	Current Version	Proposed Version

| | Methods of Evaluation | | |

Methods of Evaluation

Methods of Evaluation	1. Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format.
	2. Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
	3. Portfolios evaluated by a rubric created by the instructor
	4. Problem-solving journals assessed on completeness and accuracy of notation
	5. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
	6. Projects/activities, group or individual, that include written descriptions of methods and results, and justification of conclusions, Projects/activities may be based upon real, simulated, or collected data, or other methods. They will be assessed on proper use of methods and accuracy of results.

Methods of Evaluation — Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format. 2. Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format. 3. Portfolios evaluated by a rubric created by the instructor 4. Problem-solving journals assessed on completeness and accuracy of notation 5. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate

Changed	Field	Current Version	Proposed Version
			ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
			6. Projects/activities, group or individual, that include written descriptions of methods and results, and justification of conclusions, Projects/activities may be based upon real, simulated, or collected data, or other methods. They will be assessed on proper use of methods and accuracy of results.
❗	**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	**Title**	Prealgebra
		Author	Prealgebra, 6th Ed.; Aufmann and Lockwood, Cengage, 2014	**Author**	Aufmann and Lockwood
		Publisher	No value	**Publisher**	Cengage
		Date/Edition	No value	**Date/Edition**	6th Ed, 2014
		ISBN	No value	**ISBN**	9781133365457
		Title	No value	**Title**	Prealgebra
		Author	Prealgebra Textbook. 2nd Ed. College of the Redwoods, 2012-2013. Online text: http://msenux2.redwoods.edu/PreAlgText/Prealgebra.pdf	**Author**	Lynn Marecek, MaryAnne Anthony-Smith, Andrea Honeycutt Mathis
		Publisher	No value	**Publisher**	OpenStax
		Date/Edition	No value	**Date/Edition**	Jul 24, 2024
		ISBN	No value	**ISBN**	No value
❗	**Examples of Primary Texts and References**				

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Singapore Math Dimensions 6A, 6B, 7A, 7B, 8A, 8B
May include, but are not limited to	No value

Reading List	Beckmann, Peter, "A History of Pi." 3rd Edition, 1976. St. Martin Griffins
May include, but are not limited to	No value

Reading List	Blatner, David, "The Joy of Pi." 1999, Walker and Company.
May include, but are not limited to	No value

Reading List	Crump, Thomas, "The Anthropology of Numbers." 1992, Cambridge University Press.
May include, but are not limited to	No value

Reading List	Gerdes, Paulus, "Geometry from Africa, Mathematical and Educational Explorations." MAA 1992
May include, but are not limited to	No value

Reading List	Gerdes, Paulus, "Women, Art and Geometry in Southern Africa." 1998, Africa World Press.
May include, but are not limited to	No value

Reading List	Joseph, George Gheverghese, "The Crest of the Peacock: Non-European Roots of Mathematics." 2010, Princeton University Press
May include, but are not limited to	No value

❗ **Suggested Reading List** — No value

Changed	Field	Current Version	Proposed Version

Reading List	Lumpkin, Beatrice, "Algebra Activities from Many Cultures." 1997, J. Walch Education
May include, but are not limited to	No value

Reading List	McLeish, John, "Number, the History of Numbers and How They Shape Our Lives." 1991, Fawcett Columbine.
May include, but are not limited to	No value

Reading List	Moses, Robert P and Cobb Jr., Charles E.; "Radical Equations, Math Literacy and Civil Rights." 2001, Beacon Press.
May include, but are not limited to	No value

Reading List	Secada, Walter G. ed., "Changing Faces of Mathematics, Perspectives on Multiculturalism and Gender Equity;" 2000, NCTM.
May include, but are not limited to	No value

Reading List	Voolich, Erica Dakin, "A Peek into Math of the Past, Mathematical and Historical Investigations for Middle School and Pre-Algebra Students." 2001, Dale Seymour Publications.
May include, but are not limited to	No value

Reading List	Zaslavsky, Claudia, "The Multicultural Math Classroom." 1996, Heinemann Publishers.
May include, but are not limited to	No value

Reading List	See the multicultural link(s) on the department resources page

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Develop, throughout the course as applicable, systematic problem solving methods - Solve problems involving arithmetic operations, including fractions, percents and decimals - Apply the order of operations to evaluate signed numerical expressions - Solve problems involving operations with signed numbers - Explore the characteristics and properties of real numbers - Use estimation to determine approximate solutions and to check the reasonableness of answers - Explore rates and ratios and use proportions to solve problems - Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas - Explore the use of variables in expressions and evaluate algebraic expressions - Solve linear equations in one variable numerically and algebraically - Graph linear relationships on a Cartesian coordinate by plotting ordered pairs - Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world	- Develop, throughout the course as applicable, systematic problem solving methods - Solve problems involving arithmetic operations, including fractions, percents and decimals - Apply the order of operations to evaluate signed numerical expressions - Solve problems involving operations with signed numbers - Explore the characteristics and properties of real numbers - Use estimation to determine approximate solutions and to check the reasonableness of answers - Explore rates and ratios and use proportions to solve problems - Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas - Explore the use of variables in expressions and evaluate algebraic expressions - Solve linear equations in one variable numerically and algebraically - Graph linear relationships on a Cartesian coordinate by plotting ordered pairs - Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world
	CSLOs	**CSLOs**: Demonstrate and apply a systematic and logical approach to solving arithmetic and geometric problems. **Expected SLO Performance**: 0.0	**CSLOs**: Demonstrate and apply a systematic and logical approach to solving arithmetic and geometric problems. **Expected SLO Performance**: 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Develop, throughout the course as applicable, systematic problem-solving methods 1. Devise a strategy plan 2. Organize information, including identification and definition of known and unknown quantities 3. Translate verbal expressions into a mathematical format 4. Apply mathematical tools to formulate a solution 5. Clearly communicate the solution 2. Solve problems involving arithmetic operations, including fractions, percents, and decimals 1. Develop an understanding of basic operations of addition, subtraction, multiplication, and division of numbers, including fractions, percents, and decimals 2. Use exponents in simple computations 3. Solve applied problems involving operations with numbers, including fractions, percents, and decimals 3. Apply the order of operations to evaluate signed numerical expressions 1. Simplify arithmetic expressions 2. Recognize the symbols of grouping 3. Apply the order of operations 4. Solve problems involving operations with signed numbers 1. Explore the geometric interpretation of signed numbers on a number line 2. Compare signed numbers on a number line using inequality symbols 3. Develop an understanding of the basic operations of addition, subtraction, multiplication, and division of signed numbers 4. Solve applied problems involving operations on signed numbers 5. Investigate the absolute value of a number and its geometric interpretation on a number line 5. Explore the characteristics and properties of real numbers 1. Identify the relationships between the various subset groups of real numbers 2. Explore conceptually the basic properties of real numbers - commutative, associative, and the identity properties 3. Compute square roots of perfect squares and contrast these with numbers having irrational roots 6. Use estimation to determine approximate solutions and to check the reasonableness of answers 1. Round answers to problems to a desired degree of accuracy 2. Estimate solutions to problems by rounding preliminary numbers 3. Check reasonableness of answers to problems by using estimation techniques 7. Explore rates and ratios and use proportions to solve problems 1. Identify rates, ratios, and proportions	1. Develop, throughout the course as applicable, systematic problem-solving methods 1. Devise a strategy plan 2. Organize information, including identification and definition of known and unknown quantities 3. Translate verbal expressions into a mathematical format 4. Apply mathematical tools to formulate a solution 5. Clearly communicate the solution 2. Solve problems involving arithmetic operations, including fractions, percents, and decimals 1. Develop an understanding of basic operations of addition, subtraction, multiplication, and division of numbers, including fractions, percents, and decimals 2. Use exponents in simple computations 3. Solve applied problems involving operations with numbers, including fractions, percents, and decimals 3. Apply the order of operations to evaluate signed numerical expressions 1. Simplify arithmetic expressions 2. Recognize the symbols of grouping 3. Apply the order of operations 4. Solve problems involving operations with signed numbers 1. Explore the geometric interpretation of signed numbers on a number line 2. Compare signed numbers on a number line using inequality symbols 3. Develop an understanding of the basic operations of addition, subtraction, multiplication, and division of signed numbers 4. Solve applied problems involving operations on signed numbers 5. Investigate the absolute value of a number and its geometric interpretation on a number line 5. Explore the characteristics and properties of real numbers 1. Identify the relationships between the various subset groups of real numbers 2. Explore conceptually the basic properties of real numbers - commutative, associative, and the identity properties 3. Compute square roots of perfect squares and contrast these with numbers having irrational roots 6. Use estimation to determine approximate solutions and to check the reasonableness of answers 1. Round answers to problems to a desired degree of accuracy 2. Estimate solutions to problems by rounding preliminary numbers 3. Check reasonableness of answers to problems by using estimation techniques 7. Explore rates and ratios and use proportions to solve problems 1. Identify rates, ratios, and proportions

Changed	Field	Current Version	Proposed Version

2. Solve applied problems using proportions
3. Use unit analysis to determine the units of an answer

8. Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas
   1. Explore the geometric representations of units of measurement for length and area
   2. Evaluate lengths and areas of common geometric figures using formulas
   3. Use the Pythagorean Theorem to solve applied problems involving right triangles
   4. Solve applied problems involving geometric figures (optional)
   5. Use correct units to state the answer to a geometric problem

9. Explore the use of variables in expressions and evaluate algebraic expressions
   1. Explore the concept of variable
   2. Evaluate simple algebraic expressions by substituting the value of a variable
   3. Apply the order of operations to evaluate algebraic expressions
   4. Simplify algebraic expressions
      1. by combining like terms
      2. by using the distributive law

10. Solve linear equations in one variable numerically and algebraically
    1. Investigate the definition of a solution to an equation
    2. Verify the solution to a linear equation numerically, using substitution
    3. Determine the solution to a linear equation algebraically by using the addition and multiplication properties of equality

11. Graph linear relationships on a Cartesian coordinate by plotting ordered pairs
    1. Develop the definition of the Cartesian coordinate system
    2. Plot ordered pairs on a Cartesian coordinate system

12. Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world
    1. Investigate the use and development of numbers and algebraic concepts throughout history. Some possibilities are:
       1. explore the use and development of pi by various cultures
       2. investigate the development and use of rational and irrational numbers by various cultures
       3. investigate the development of algebra in ancient times
    2. Explore numeric and algebraic applications that are of historical and/or contemporary interest. Some possibilities are:
       1. investigate the uses of arithmetic and algebra in various disciplines
       2. explore the uses of arithmetic and algebra that may occur in everyday

---

2. Solve applied problems using proportions
3. Use unit analysis to determine the units of an answer

8. Explore, as applicable throughout the course, the geometry of mathematical measurements and solve problems involving geometric figures and formulas
   1. Explore the geometric representations of units of measurement for length and area
   2. Evaluate lengths and areas of common geometric figures using formulas
   3. Use the Pythagorean Theorem to solve applied problems involving right triangles
   4. Solve applied problems involving geometric figures (optional)
   5. Use correct units to state the answer to a geometric problem

9. Explore the use of variables in expressions and evaluate algebraic expressions
   1. Explore the concept of variable
   2. Evaluate simple algebraic expressions by substituting the value of a variable
   3. Apply the order of operations to evaluate algebraic expressions
   4. Simplify algebraic expressions
      1. by combining like terms
      2. by using the distributive law

10. Solve linear equations in one variable numerically and algebraically
    1. Investigate the definition of a solution to an equation
    2. Verify the solution to a linear equation numerically, using substitution
    3. Determine the solution to a linear equation algebraically by using the addition and multiplication properties of equality

11. Graph linear relationships on a Cartesian coordinate by plotting ordered pairs
    1. Develop the definition of the Cartesian coordinate system
    2. Plot ordered pairs on a Cartesian coordinate system

12. Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world
    1. Investigate the use and development of numbers and algebraic concepts throughout history. Some possibilities are:
       1. explore the use and development of pi by various cultures
       2. investigate the development and use of rational and irrational numbers by various cultures
       3. investigate the development of algebra in ancient times
    2. Explore numeric and algebraic applications that are of historical and/or contemporary interest. Some possibilities are:
       1. investigate the uses of arithmetic and algebra in various disciplines
       2. explore the uses of arithmetic and algebra that may occur in everyday

Changed	Field	Current Version	Proposed Version
		life, e.g. sports, finance, etc.	life, e.g. sports, finance, etc.
	Lab Component in this Course	No	No
	Lab Outline	No value	No value

Blue Form

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

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

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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	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):	NONCREDIT: (This is a noncredit enhanced, basic skills course.)	NONCREDIT: (This is a noncredit enhanced, basic skills course.)
	General Course Statement(s) - Other:	No Value	No Value

A-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 1: Analyze college level texts and discourse that are culturally and rhetorically diverse.	No Value	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	Assignment B. Written assignments which may include Problem solving exercises from the text Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary Method of Evaluation F. Projects/activities, group or individual, that include written descriptions of methods and results, and justification of conclusions, Projects/activities may be based upon real, simulated, or collected data, or other methods. They will be assessed on proper use of methods and accuracy of results.
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Method of Evaluation A. Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format. Method of Evaluation B. Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
	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
	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

Changed	Questions	Current Version	Proposed Version
	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
	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 is being removed, provide an explanation as to why.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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: Dean of Online Learning	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MATH 410	MATH 410
	Course Status	New	New
	Course Characteristics	Noncredit Enhanced	Noncredit Enhanced
	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)	No Value	No Value
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	MATHD410.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM

Changed	Field	Current Version
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000624683

Articulation

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

De Anza College
Change Report
03/28/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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.
CO	Curriculum Office Notes
Course Justification	Course Justification
Mirrored Credit/Noncredit Course	Is this a mirrored credit/noncredit course?

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Mi Chang	• Fatemeh Yarahmadi • Nguyen, Vinh
	Course ID (CB01A and CB01B)	MATHD412.	MATHD412.
	Course Control Number	CCC000624685	CCC000624685
	Course Title (CB02)	College Math Preparation Level 2: Beginning Algebra	College Math Preparation Level 2: Beginning Algebra
	Short Course Title	COLLEGE MATH PREP 2: BEG ALG	COLLEGE MATH PREP 2: BEG ALG
	TOP Code (CB03)	1701.00	1701.00 Mathematics, General
	CIP Code	Mathematics, General	27.0101 Mathematics, General
	Department	MATH - Mathematics	MATH - Mathematics
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	Topics include the application of linear functions, quadratic functions, and linear systems to problems, with emphasis on the development of models of real-world applications and interpretation of their characteristics.	~~Topics include~~ This course covers topics such as the application of linear functions, quadratic functions, and linear systems to ~~problems,~~ problem-solving, with an emphasis on ~~the development of~~ developing models ~~of~~ for real-world applications and ~~interpretation of~~ interpreting their characteristics.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Mathematics
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - MATHEMATICS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit enhanced, basic skills course and belongs on the Math Basic Skills Certificate of Competency. This is part of De Anza College's developmental sequence of basic skills courses in preparation for college-level work and in preparation for MATH D114. This course focuses on the application of linear functions, quadratic functions, and linear systems to problems with an emphasis on the development of models of real-world applications and interpretation of their characteristics.	This ~~is a noncredit enhanced, basic skills~~ course ~~and belongs on the Math Basic Skills Certificate of Competency. This~~ is part of De Anza ~~College's~~ College's developmental sequence ~~of basic~~ designed to build foundational skills ~~courses~~ in preparation for ~~college-level work~~ transfer-level coursework and ~~in preparation for MATH D114. This course focuses on~~ advanced math studies. It covers the application of linear functions, quadratic functions, and linear systems to problems with an emphasis on the development of models of real-world applications and interpretation of their characteristics.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

Changed	Field	Current Version	Proposed Version
	Basic Skill Status (CB08)	Course is a basic skills course.	Course is a basic skills course.
	Course Prior To College Level	Two levels below transfer,	Two levels below transfer,
	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	99	99
	Grade Options	• Pass/No Pass	• Pass/No Pass

Changed	Field	Current Version	Proposed Version
	Allow Students to Gain Credit by Exam/Challenge	☐	☐
	Repeatability Statement	(No limit on student re-enrollment for 0 unit courses.)	(No limit on student re-enrollment for 0 unit courses.)

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program

Associated Program	Math Basic Skills	Associated Program	Math Basic Skills
Award Type	Certificate of Competency	Award Type	Certificate of Competency

Associated Program	Math Basic Skills (In Development)	Associated Program	Math Basic Skills (In Development)
Award Type	Certificate of Competency	Award Type	Certificate of Competency

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version
	Transfer Status (CB05)	Not transferable	Not transferable
	Course General Education Status (CB25)	Y	Y
	Transfer Status	Not transferable	Not transferable
	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	60	60
	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

Changed	Field	Current Version	Proposed Version
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	60	60
	Total - Course Out-of-Class Hours	120	120
	Total Credit Units - Minimum Credit Units	0	0
	Total Credit Units - Maximum Credit Units	0	0

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	Other Non-Credit Enhanced Funding.	Other Non-Credit Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Elementary and Secondary Basic Skills.	Elementary and Secondary Basic Skills.

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	60	60
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	-	0
	Minimum Credit Units	-	0
	Maximum Credit Units	-	0

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 and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises Computer lab assignments

Methods of Instruction	Lecture and visual aids Discussion and problem solving performed in class Quiz and examination review performed in class Collaborative learning and small group exercises Computer lab assignments

Assignments

Current Version:

1. Reading of text explanations and examples
2. Written assignments which may include
   1. Problem solving
   2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
   3. Projects such as labs or "big problems" that require research or data collection
   4. Problem journals
   5. Portfolios
3. Class participation which may include
   1. Collaborative activities
   2. Oral presentations

Proposed Version:

1. Reading of text explanations and examples
2. Written assignments which may include
   1. Problem solving
   2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
   3. Projects such as labs or "big problems" that require research or data collection
   4. Problem journals
   5. Portfolios
3. Class participation which may include
   1. Collaborative activities
   2. Oral presentations

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

Methods of Evaluation

Methods of Evaluation Methods of Evaluation

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	1. Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format. 2. Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format. 3. Projects/activities, group or individual, that include written descriptions of	**Methods of Evaluation** — 1. Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format. 2. Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format. 3. Projects/activities, group or individual, that include written descriptions of

Changed	Field	Current Version	Proposed Version

methods and results, and justification of conclusions. Projects/activities may be based upon real, simulated, or collected data, or other methods. They will be assessed on proper use of methods and accuracy of results.

4. Portfolios evaluated by a rubric created by the instructor
5. Problem-solving journals assessed on completeness and accuracy of notation
6. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

methods and results, and justification of conclusions. Projects/activities may be based upon real, simulated, or collected data, or other methods. They will be assessed on proper use of methods and accuracy of results.

4. Portfolios evaluated by a rubric created by the instructor
5. Problem-solving journals assessed on completeness and accuracy of notation
6. Two hour comprehensive final examination composed of both computational and concept based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.

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:** • None

Changed	Field	Current Version	Proposed Version

Examples of Primary Texts and References

	Current
Title	No value
Author	Intermediate Algebra 7th Ed.; Blitzer, Prentice Hall 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Intermediate Algebra, 2nd edition, Mark Clark and Cynthia Anfinson, Cengage 2017
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Beginning Algebra Student Workbook, Bambhania, 2017 (OER)
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Proposed Version

Title	Intermediate Algebra for College Students
Author	Robert F. Blitzer
Publisher	Pearson
Date/Edition	2021/ 8th
ISBN	9780136553434

Title	Beginning Algebra
Author	Doli Bambhania
Publisher	No value
Date/Edition	2017
ISBN	No value

Changed	Field	Current Version	Proposed Version
	Author	Lehmann, Jay. "Elementary and Intermediate Algebra, Functions and Authentic Applications" 2nd Ed. Pearson Education Inc. 2014.	
	Publisher	No value	
	Date/Edition	No value	
	ISBN	No value	

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| | **Suggested Reading List** | | No value |

| **!** | | | |

| | | **Reading List** | Mathematics Multicultural Bibliography available on the De Anza College Mathematics Resources website. |
| | | **May include, but are not limited to** | No value |

| | | **Reading List** | Gerdes, Paulus, "Geometry from Africa, Mathematical and Educational Explorations." MAA 1999 |
| | | **May include, but are not limited to** | No value |

| | | **Reading List** | Gerdes, Paulus, "Women, Art and Geometry in Southern Africa." 1998, Africa World Press. |
| | | **May include, but are not limited to** | No value |

| | | **Reading List** | Gillings, Richard J., "Mathematics in the Time of the Pharaohs." 1982, Dover Publications. |

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

| **Reading List** | Joseph, George Gheverghese, "The Crest of the Peacock: Non-European Roots of Mathematics." 2010, Princeton University Press. |
| **May include, but are not limited to** | No value |

| **Reading List** | Lumpkin, Beatrice, "Algebra Activities from Many Cultures." 1997, Walch Education. |
| **May include, but are not limited to** | No value |

| **Reading List** | McLeish, John, "Number, the History of Numbers and How They Shape Our Lives." 1991, Fawcett Columbine. |
| **May include, but are not limited to** | No value |

Changed	Field	Current Version	Proposed Version
	Reading List	Moses, Robert P and Cobb Jr., Charles E.; "Radical Equations, Math Literacy and Civil Rights." 2001, Beacon Press.	
	May include, but are not limited to	No value	
	Reading List	Nahin, Paul, "An Imaginary Tale, The Story of Sqrt(-1)." 1998, Princeton University Press.	
	May include, but are not limited to	No value	
	Reading List	Secada, Walter G. ed., "Changing Faces of Mathematics, Perspectives on Multiculturalism and Gender Equity;" 2000, NCTM.	
	May include, but are not limited to	No value	
	Reading List	Voolich, Erica Dakin, "A Peek into Math of the Past, Mathematical and Historical Investigations for Middle School and Pre-Algebra Students." 2001, Dale Seymour Publications.	

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Zaslavsky, Claudia, "The Multicultural Math Classroom." 1996, Heinemann Publishers.	
	May include, but are not limited to	No value	
	Reading List	ALEKS Assesment & Learning System. Aleks Corporation, 2013.	
	May include, but are not limited to	No value	
	Reading List	Crump, Thomas, "The Anthropology of Numbers." 1990, Cambridge University Press.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Develop, throughout the course as applicable, systematic problem-solving methods - Explore the function concept algebraically, numerically, verbally and graphically - Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem - Develop linear function models to solve problems - Use systems of two linear equations to solve real-world problems - Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem - Develop quadratic function models to solve problems - Use inequalities to solve real world problems - Explore arithmetic sequences and series - Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world	- Develop, throughout the course as applicable, systematic problem-solving methods - Explore the function concept algebraically, numerically, verbally and graphically - Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem - Develop linear function models to solve problems - Use systems of two linear equations to solve real-world problems - Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem - Develop quadratic function models to solve problems - Use inequalities to solve real world problems - Explore arithmetic sequences and series - Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Evaluate real-world situations and distinguish between and apply linear and quadratic function models appropriately.
Expected SLO Performance	0.0

CSLOs	Evaluate real-world situations and distinguish between and apply linear and quadratic function models appropriately.
Expected SLO Performance	0.0

CSLOs	Analyze, interpret, and communicate results of linear and quadratic models in a logical manner from four points of view - visual, formula, numerical, and written.
Expected SLO Performance	0.0

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Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Develop, throughout the course as applicable, systematic problem-solving methods
		  1. Devise a strategy or plan
		  2. Organize information, including identification and definition of known and unknown quantities
		  3. Translate verbal expressions into a mathematical format
		  4. Apply mathematical tools to formulate a solution
		  5. Clearly communicate the solution
		2. Explore the function concept algebraically, numerically, verbally, and graphically
		  1. Identify relations that are and are not functions
		    1. from tables
		    2. from graphs
		    3. verbally
		    4. algebraically
		  2. Identify the domain and range of a function
		    1. from tables
		    2. from graphs
		    3. verbally
		    4. algebraically
		  3. Use function notation
		    1. to express a function relationship using f(x) notation
		    2. to evaluate function values using f(x) notation
		    3. to identify points on a two-dimensional graph
		3. Explore the graphical and numerical characteristics of linear relationships and describe their meaning in the context of a problem
		  1. Graph linear relationships
		    1. by plotting ordered pairs from tables
		    2. by using the slope and a point
		    3. by using properties of parallel lines
		  2. Identify the main characteristics of linear functions including:
		    1. The slope
			1. Develop, throughout the course as applicable, systematic problem-solving methods
			  1. Devise a strategy or plan
			  2. Organize information, including identification and definition of known and unknown quantities
			  3. Translate verbal expressions into a mathematical format
			  4. Apply mathematical tools to formulate a solution
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		1. its definition as the change in the dependent variable to the change in the independent variable
		2. its meaning as a constant rate of change
		3. its use in determining whether a linear function is increasing or decreasing
		4. the slopes of vertical and horizontal lines
		5. its use in determining parallel lines
		2. The intercepts
		  1. as a point at which the graph crosses an axis
		  2. as the corresponding value of one variable when the other is zero
		4. Develop linear function models to solve problems
		  1. Develop the equation of a linear function
		    1. numerically from tables of values
		    2. graphically by determining the slope and vertical intercept from a graph
		    3. algebraically by determining the slope and vertical intercept from two points
		    4. algebraically from a parallel line and a point
		    5. verbally from a description
		  2. Determine an appropriate domain to fit the constraints of a
			1. its definition as the change in the dependent variable to the change in the independent variable
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			    4. algebraically from a parallel line and a point
			    5. verbally from a description
			  2. Determine an appropriate domain to fit the constraints of a

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problem
3. Determine the corresponding values of the range
4. Determine a line by choosing two points and deriving the equation
5. Use a linear model to obtain values
    1. of the dependent variable by substitution
    2. of the independent variable by solving a linear equation
6. Interpret the results of a linear model in the context of the problem
    1. the slope
    2. the intercepts
    3. values of the independent and dependent variables
5. Use systems of two linear equations to solve real-world problems
    1. Identify the solution of a system of linear equations in two variables
        1. graphically as the intersection of two lines
        2. numerically as those values, if any, which satisfy both equations
    2. Solve a system of linear equations in two variables
        1. graphically
        2. algebraically
            1. by substitution
            2. by elimination/addition
    3. Develop system models to solve problems
        1. identify a situation as a system of linear equations in two variables
        2. develop the equations of a linear system that models the given situation
        3. solve the system

problem
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        3. solve the system

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4. interpret the results in the context of the problem

6. Explore the graphical and numerical characteristics of quadratic relationships and describe their meaning in the context of a problem
    1. Distinguish between linear and quadratic functions
    2. Graph quadratic relationships
        1. recognize that the graph of a quadratic function has a parabolic shape
        2. graph by plotting ordered pairs from tables (optional)
        3. graph by using the vertex and the intercepts or other symmetric points
    3. Identify the main characteristics of quadratic functions
        1. the vertex as the maximum or minimum point on the graph of the function
        2. the intercept(s), if they exist
        3. the domain and range
        4. whether the graph opens up or down

7. Develop quadratic function models to solve problems
    1. Factor quadratic expressions in one variable
        1. greatest common factor
        2. trinomial expressions with leading coefficient 1
        3. trinomial expressions with a leading coefficient other than 1
        4. differences of perfect squares
    2. Determine the algebraic formula for a quadratic function
        1. as a product of binomial expressions
        2. as a perfect square of a binomial
        3. converting from graphing/vertex form to standard function form

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Proposed Version:

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		3. Find the vertex of a quadratic function algebraically
		4. Find the zeros, if they exist, of a quadratic function
		   1. graphically as horizontal intercepts
		   2. algebraically
		     1. by factoring
		     2. by using the quadratic formula
		     3. by extracting roots (optional)
		     4. by completing the square (optional)
		5. Use quadratic models to solve problems
		   1. obtain values and solutions
		     1. of the dependent variable by substitution
		     2. of the independent variable by solving a quadratic equation
		   2. find maximum or minimum values of a quadratic function
		6. Interpret the results of a quadratic model in the context of a problem
		   1. obtained values
		   2. maximum or minimum values
		   3. the intercepts
		8. Use inequalities to solve real-world problems
		   1. Identify the main characteristics of linear inequalities in one variable
		     1. utilize inequality notation
		     2. find solutions to linear inequalities using the properties of addition and multiplication
		     3. identify solutions of linear inequalities graphically on a number line
		     4. use inequality and interval notation to
			3. Find the vertex of a quadratic function algebraically
			4. Find the zeros, if they exist, of a quadratic function
			   1. graphically as horizontal intercepts
			   2. algebraically
			     1. by factoring
			     2. by using the quadratic formula
			     3. by extracting roots (optional)
			     4. by completing the square (optional)
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			     4. use inequality and interval notation to

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		express solutions algebraically
		2. Identify the main characteristics of linear inequalities in two variables
		  1. verify a solution to a linear inequality in two variables
		  2. graph the solution set of a linear inequality in two variables
		  3. graph the solution set of a system of linear inequalities in two variables
		3. Solve real-world problems involving inequalities
		9. Explore arithmetic sequences and series
		  1. Investigate sequences as discrete function models
		  2. Explore the numerical and algebraic characteristics of arithmetic sequences
		    1. recognize patterns
		    2. recognize the connections to linear functions
		    3. determine the formula for the general term
		  3. Define arithmetic series and determine the sum of the first n terms
		10. Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world
		  1. Investigate the use and development of algebraic concepts throughout history. Some possibilities are:
		    1. explore the development and use of irrational numbers by various cultures such as those of Arabia, Babylonia, China, Greece, and Europe
		    2. explore the development and use of imaginary and complex numbers
			express solutions algebraically
			2. Identify the main characteristics of linear inequalities in two variables
			  1. verify a solution to a linear inequality in two variables
			  2. graph the solution set of a linear inequality in two variables
			  3. graph the solution set of a system of linear inequalities in two variables
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			  3. Define arithmetic series and determine the sum of the first n terms
			10. Investigate, throughout the course as applicable, how mathematics has developed as a human activity around the world
			  1. Investigate the use and development of algebraic concepts throughout history. Some possibilities are:
			    1. explore the development and use of irrational numbers by various cultures such as those of Arabia, Babylonia, China, Greece, and Europe
			    2. explore the development and use of imaginary and complex numbers

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		3. investigate the development of algebra, especially as it relates to linear and quadratic equations and functions, in ancient times
		2. Explore algebraic applications that are of historical and/or contemporary interest. Some possibilities are:
		  1. investigate the uses of linear and quadratic functions and inequalities in various disciplines such as the sciences and business
		  2. investigate the uses of linear and quadratic functions and inequalities that may occur in everyday life, e.g. cost, revenue and profit functions, quadratic position functions, and trajectories.
			3. investigate the development of algebra, especially as it relates to linear and quadratic equations and functions, in ancient times
			2. Explore algebraic applications that are of historical and/or contemporary interest. Some possibilities are:
			  1. investigate the uses of linear and quadratic functions and inequalities in various disciplines such as the sciences and business
			  2. investigate the uses of linear and quadratic functions and inequalities that may occur in everyday life, e.g. cost, revenue and profit functions, quadratic position functions, and trajectories.

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

Blue Form

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

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

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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	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):	NONCREDIT: (This is a noncredit enhanced, basic skills course.)	NONCREDIT: (This is a noncredit enhanced, basic skills course.)
	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
	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	Assignments B Written assignments which may include 1. Problem solving 2. Problems requiring written explanations of key concepts, analysis of problem solving strategies and use of mathematical vocabulary
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Methods of Evaluation A Periodic quizzes and/or problem assignments from the text which will be evaluated for accuracy and completion in order to assess student's comprehension of material covered in lecture and to provide feedback to students on their progress. Questions may also require the student to communicate ideas and conclusions in short essay format. B Examinations will be composed of both computational and concept-based questions which will require the student to demonstrate ability in integrating the methods, ideas and techniques learned in class. Questions may also require the student to communicate ideas and conclusions in short essay format.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	No Value
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	No Value
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	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

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

D-Matrix Form

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

Changed	Questions	Current Version	Proposed Version
	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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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: Dean of Online Learning	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 9: Articulation Officer	No Value	No Value
	Stage 10: De Anza General Education	No Value	No Value
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	MATH 412	MATH 412
	Course Status	New	New
	Course Characteristics	Noncredit Enhanced	Noncredit Enhanced
	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)	No Value	No Value
❗	**Curriculum Office Notes**	• Requisite change appr. 1/17/23 (effect. F23).-cc CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc • Credit course (MATH 210) deleted (effect. F26). -mc

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	MATHD412.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000624685

Articulation

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

De Anza College
Change Report
03/28/2025

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	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
Req/Adv	Advisory(ies) - Other:
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.
Comments	Stage 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Elizabeth Stimson
	Course ID (CB01A and CB01B)	THEAD080A	THEAD080A
	Course Control Number	CCC000575525	CCC000575525
	Course Title (CB02)	Theory and Technique of Acting for the Camera	Theory and Technique of Acting for the Camera
	Short Course Title	THEOR/TECH ACTNG/CAMERA	THEOR/TECH ACTNG/CAMERA
	TOP Code (CB03)	1007.00	1007.00 Dramatic Arts
	CIP Code	Drama and Dramatics/Theatre Arts, General	50.0501 Drama and Dramatics/Theatre Arts, General

Changed	Field	Current Version	Proposed Version
	Department	THEA - Theater Arts	THEA - Theater Arts
❗	Effective Term	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
	Course Description	The basic fundamentals of acting for the camera are explored. Exercises, demonstrations, and improvisations are used to practice the techniques of acting. Scenes are rehearsed, recorded and critiqued.	The basic fundamentals of acting for the camera are explored. Exercises, demonstrations, and improvisations are used to practice the techniques of acting. Scenes are rehearsed, recorded and critiqued.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	Mode of Delivery	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	Discipline 1	No value	• Drama/Theater Arts
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	FSA	No value	• FHDA FSA - DRAMA/THEATER ARTS

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 part of the A.A. Degree for Film/TV Production. The course is transferable to CSU. The course develops skills of acting for the camera using demonstrations, exercises, improvisation, and monologue/scene study; that are rehearsed, filmed and critiqued.	This course is part of the ~~A.A.~~ <u>Associate of Arts</u> Degree for Film/TV Production. The course is transferable to CSU. The course develops skills of acting for the camera using demonstrations, exercises, improvisation, and monologue/scene study; that are rehearsed, filmed and critiqued.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

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

Associated Program	Film/TV: Animation
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Animation
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Animation (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Animation (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production (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 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	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	144	144
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	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	72	72
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Changed	Field	Current Version	Proposed Version
	Cooperative Work Experience Education Status (CB10)	☐	☐
	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	36	36
	Total Contact Hours per Term	-	0
	Total Credit Units	4	4
	Minimum Credit Units	4	4
	Maximum Credit Units	4	4

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
❗	Methods of Instruction	**Methods of Instruction** **Methods of Instruction**: Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Quiz and examination review performed in class Collaborative 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 Homework and extended projects Collaborative learning and small group exercises Quiz and examination review performed in class Collaborative projects Guest speakers
❗	Assignments	1. Assigned readings from texts 2. Script memorization, written character analysis and performance of on camera monologue, commercial and scene 3. Rehearsals as needed 4. Attendance at live performance(s) 5. Designated film and television viewing	1. Assigned readings from texts 2. Script memorization, written character analysis and performance of on camera monologue, commercial and scene 3. Rehearsals as needed 4. Designated film and television viewing focusing on written critique and analysis

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

Changed	Field	Current Version		Proposed Version	
		Methods of Evaluation	1. Midterm and final examination: essay, multiple choice, fill-in-the-blank, and matching to evaluate comprehension of key terms and concepts 2. Instructor's evaluation of student's execution of assigned projects to evaluate ability to demonstrate mastery of key concepts 3. Participation in class discussions and rehearsals to evaluate ability to demonstrate core course concepts 4. Written reports on assigned live performances to evaluate ability to analyze critically and synthesize course materials and personal experience related to viewing live performance 5. Written papers evaluating and	**Methods of Evaluation**	1. Midterm and final examination: essay, multiple choice, fill-in-the-blank, and matching to evaluate comprehension of key terms and concepts 2. Instructor's evaluation of student's execution of assigned projects to evaluate ability to demonstrate mastery of key concepts 3. Participation in class discussions and rehearsals to evaluate ability to demonstrate core course concepts 4. Written papers evaluating and examining various screen acting performances to evaluate ability to analyze critically and synthesize course materials and personal experience related to viewing of

Changed	Field	Current Version	Proposed Version
		examining various screen acting performances to evaluate ability to analyze critically and synthesize course materials and personal experience related to viewing of screen performances	screen performances
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • 32GB Memory Card class 10 SDHL **Essential College Facilities:** • Classroom with performance space • Portable video equipment • Production studio with cameras, switcher, lighting and sound equipment • Costumes, dressing facilities	**Essential Student Materials:** • USB flash drive **Essential College Facilities:** • Classroom with performance space • Portable video equipment • Production studio with cameras, switcher, lighting and sound equipment • Dressing facilities, storage facilities

Changed	Field	Current Version	Proposed Version
❗	**Examples of Primary Texts and References**		

Current Version:

Title	No value
Author	Barr, Tony. "Acting for the Camera: revised edition." New York, Harper, 1997.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Benedetti, Robert. "ACTION: Acting for Film and Television." Longman, 2006.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fulton, Julia. "Acting for Camera from the Actor's P.O.V." Kendall Hunt Publishing, 2011.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value

Proposed Version:

Title	ACTION!: Professional Acting for Film and Television
Author	Benedetti, Robert
Publisher	Pearson
Date/Edition	2023
ISBN	978-0321418258

Title	Acting for the Camera Back to One
Author	Stone, Peter Allen
Publisher	Routledge
Date/Edition	2021
ISBN	978-0367500726

Title	How To Audition On Camera: A Hollywood Insider's Guide for Actors
Author	Bialy, Sharon
Publisher	Tilbury House
Date/Edition	2016
ISBN	978-0884485254

Title	Acting for the Camera
Author	Barr, Tony
Publisher	William Morrow Publishing

Changed	Field	Current Version	Proposed Version

	Author	Howard, John. "The Science and Art of Acting for the Camera: A Practical Approach to Film, Television, and Commercial Acting." New York: Routledge, 2017.	**Date/Edition** 1997
			ISBN 978-0060928193
	Publisher	No value	
	Date/Edition	No value	**Title** Michael Caine - Acting in Film: An Actor's Take on Movie Making (The Applause Acting Series) Revised Expanded Edition
	ISBN	No value	
	Title	No value	**Author** Caine, Michael
	Author	See, Joan. "Acting in Commercials." New York: Back Stage Books, 2011.	**Publisher** Applause
			Date/Edition 2000
	Publisher	No value	**ISBN** 978-1557832771
	Date/Edition	No value	
	ISBN	No value	

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	Hagen, Uta, with Haskel Frankel. "Respect for Acting." New York: MacMillan Publishing, 1973.
May include, but are not limited to	No value

Reading List	Stanislavski, Constantin, with Elizabeth Reynolds Hapgood. "An Actor Prepares." New York: Routledge, 2003.
May include, but are not limited to	No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Demonstrate a knowledge of the camera media from an actor's point of view. - Prepare and use methods of preparation for performing before the camera. - Analyze, rehearse and perform scripted material for performance before the camera - Develop awareness of studiio layout, equipment and studio personnel. - Learn the skills needed to create a character - Learn to develop a role - Develop various styles of on-camera performance	- Demonstrate a knowledge of the camera media from an actor's point of view. - Prepare and use methods of preparation for performing before the camera. - Analyze, rehearse and perform scripted material for performance before the camera - Develop awareness of studiio layout, equipment and studio personnel. - Learn the skills needed to create a character - Learn to develop a role - Develop various styles of on-camera performance

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.
Expected SLO Performance	0.0

CSLOs	Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.
Expected SLO Performance	0.0

CSLOs	Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size and continuity of takes.
Expected SLO Performance	0.0

CSLOs	Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size and continuity of takes.
Expected SLO Performance	0.0

CSLOs	Demonstrate the basic skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self evaluation.
Expected SLO Performance	0.0

CSLOs	Demonstrate the basic skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self evaluation.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Demonstrate a knowledge of the camera media from an actor's point of view.
		    1. Attendance at a feature film to analyze the movement of the camera
		        1. Wide shot
		        2. Close up shot
		    2. Analyze and breakdown existing film footage
		        1. Screen composition and shot choice
		        2. Relationship of the camera and the viewer
		2. Prepare and use methods of preparation for performing before the camera.
		    1. Comprehensive vocal and physical warm up
		    2. Centering techniques
		    3. Breath release and diaphragm control
		    4. Methods of projecting and modulating voice
		3. Analyze, rehearse and perform scripted material for performance before the camera
		    1. Rehearse and perform monologue, public service announcement or commercial
		    2. Rehearse and perform two person television scene
		    3. Rehearse and perform two person film scene
		4. Develop awareness of studiio layout, equipment and studio personnel.
		    1. Read required texts
		    2. Examine studio equipment
		    3. Learn terms and vocabulary working in studio
			1. Demonstrate a knowledge of the camera media from an actor's point of view.
			    1. Attendance at a feature film to analyze the movement of the camera
			        1. Wide shot
			        2. Close up shot
			    2. Analyze and breakdown existing film footage
			        1. Screen composition and shot choice
			        2. Relationship of the camera and the viewer
			2. Prepare and use methods of preparation for performing before the camera.
			    1. Comprehensive vocal and physical warm up
			    2. Centering techniques
			    3. Breath release and diaphragm control
			    4. Methods of projecting and modulating voice
			3. Analyze, rehearse and perform scripted material for performance before the camera
			    1. Rehearse and perform monologue, public service announcement or commercial
			    2. Rehearse and perform two person television scene
			    3. Rehearse and perform two person film scene
			4. Develop awareness of studiio layout, equipment and studio personnel.
			    1. Read required texts
			    2. Examine studio equipment
			    3. Learn terms and vocabulary working in studio

Changed	Field	Current Version	Proposed Version

		5. Learn the skills needed to create a character
		  1. The physical body: weight and grounding
		  2. Breathing
		  3. Tension
		  4. Centering
		  5. Business
		  6. Detail
		  7. Developing background and biography
		  8. Character and self: comparison
		  9. Character and contrasts: handling differences
		6. Learn to develop a role
		  1. Script analysis
		  2. Objective
		  3. Obstacles
		  4. Tactics
		  5. Subtext
		  6. Memorization
		  7. Blocking
		7. Develop various styles of on-camera performance
		  1. Soap opera and drama
		  2. Sit-com
		  3. News and information shows
		  4. Commercials and Public Service Announcements
			5. Learn the skills needed to create a character
			  1. The physical body: weight and grounding
			  2. Breathing
			  3. Tension
			  4. Centering
			  5. Business
			  6. Detail
			  7. Developing background and biography
			  8. Character and self: comparison
			  9. Character and contrasts: handling differences
			6. Learn to develop a role
			  1. Script analysis
			  2. Objective
			  3. Obstacles
			  4. Tactics
			  5. Subtext
			  6. Memorization
			  7. Blocking
			7. Develop various styles of on-camera performance
			  1. Soap opera and drama
			  2. Sit-com
			  3. News and information shows
			  4. Commercials and Public Service Announcements

	Lab Component in this Course	Yes	Yes
	Lab Outline	1. Vocal and physical warm-ups 2. Monologues 3. Improvisations 4. Scene work	1. Vocal and physical warm-ups 2. Monologues 3. Improvisations 4. Scene work

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

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 ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
❗	**Advisory(ies) - Other:**	No Value	THEAD020A
	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

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	Assignments: A. Assigned readings from texts. Course Outline: C. Analyze, rehearse and perform scripted material for performance before the camera,
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Methods of Evaluation: D. Written papers evaluating and examining various screen acting performances
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods of Evaluation: D. Written papers evaluating and examining various screen acting performances
❗	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Course Outline: C. Analyze, rehearse and perform scripted material for performance before the camera,
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Methods of Evaluation: D. Written reports on assigned screenplays

Changed	Questions	Current Version	Proposed Version
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Course Outline: C. Analyze, rehearse and perform scripted material for performance before the camera
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Methods of Evaluation: D. Written papers evaluating and examining various screen acting performances. Written character analysis. Written reports on assigned screenplays.
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments: B. Written character analysis. Methods of Evaluation: D.Written reports on assigned screenplays.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Methods of Evaluation: D. Written papers evaluating and examining various screen acting performances.

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

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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

Comments

Changed	Questions	Current Version	Proposed Version
	Stage 2: Department Chair	No Value	No Value
❗	**Stage 3: Division Curriculum Representative**	No Value	(see table below)
	Stage 4: Division Dean	No Value	No Value
	Stage 5: SLO Coordinator	No Value	No Value

Stage 3 Proposed Version:

Date	**Tab**	**Part - Field**	**Type of Edit**	**Edit**	**Initiator - Indicate "Y" When Completed**
2-21	Specifications	**Examples of Primary Texts and References**	Required	ISBN Numbers are missing	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**
			3/6/25	Matrix B	All Objectives	Required	In addition to what you have listed, please indicate where these things can be found in eLumen.	Y
	Stage 8: Dean of Online Learning	No Value	No Value					
	Stage 9: Articulation Officer	No Value	No Value					
	Stage 10: De Anza General Education	No Value	No Value					
	Stage 13: Curriculum Committee	No Value	No Value					

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	THEA 080A	THEA 080A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	• Removal/deletion of cross-listed course (F/TV 80A) and units/hours change appr. 10/27/15 (effect. F16).-mkct • Requisite change appr. 1/17/23 (effect. F23).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -sw	• Removal/deletion of cross-listed course (F/TV 80A) and units/hours change appr. 10/27/15 (effect. F16).-mkct • Requisite change appr. 1/17/23 (effect. F23).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	THEAD080A
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000575525

Articulation

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

De Anza College
Change Report
03/28/2025

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Description
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Course Outline	Lab Outline
Req/Adv	Prerequisite(s):
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.

Section	Changed field
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 3: Division Curriculum Representative
Comments	Stage 7: Content Review Matrix Liaison
Comments	Stage 10: De Anza General Education
Course Justification	Course Justification

General Information

Changed	Field	Current Version	Proposed Version
❗	**Faculty Initiator**	• Shameka Walker	• Elizabeth Stimson
	Course ID (CB01A and CB01B)	THEAD080B	THEAD080B
	Course Control Number	CCC000575101	CCC000575101
	Course Title (CB02)	Theory and Technique of Advanced Acting for the Camera	Theory and Technique of Advanced Acting for the Camera
	Short Course Title	THEOR/TECH ADV ACTING	THEOR/TECH ADV ACTING
	TOP Code (CB03)	1007.00	1007.00 Dramatic Arts

Changed	Field	Current Version	Proposed Version
	CIP Code	Drama and Dramatics/Theatre Arts, General	50.0501 Drama and Dramatics/Theatre Arts, General
	Department	THEA - Theater Arts	THEA - Theater Arts
❗	**Effective Term**	Fall 2025	Fall ~~2025~~ 2026
	SAM Priority Code (CB09)	Non-Occupational	Non-Occupational
❗	**Course Description**	A continuation of Acting for the Camera through further exploration of equipment used in media performance: green screen acting, ear prompting, teleprompting and microphone applications in voice recording and voice over. Continued exploration and skill building of techniques used in performance before the camera including but not limited to advanced character development, make-up techniques and special problems in character preparation for feature film.	A continuation of Acting for the Camera through further exploration of equipment used in media performance: green screen acting, ear prompting, teleprompting and microphone applications in voice recording and voice over. Continued exploration and skill building of techniques used in performance before the camera including but not limited to advanced character development, make-up techniques and special problems in character preparation for feature film.
	Course Type (CB27)	• Lower Division	• Lower Division
❗	**Mode of Delivery**	No value	• In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
❗	**Discipline 1**	No value	• Drama/Theater Arts
	Discipline 2	No value	No value
	Discipline 3	No value	No value
❗	**FSA**	No value	• FHDA FSA - DRAMA/THEATER ARTS

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 part of the A.A. Degree for Film/TV Production. The course is transferable as an elective to CSU. The course provides further study of skills as they relate to media performance, microphone applications in voice recording, make-up and character preparation for feature film.	This course is part of the ~~A.A.~~ <u>Associate of Arts</u> Degree for Film/TV Production. The course is transferable as an elective to CSU. The course provides further study of skills as they relate to media performance, microphone applications in voice recording, make-up and character preparation for feature film.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version
	Course Philosophy	No value	

CTE Course

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

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

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

Cross-listed Course

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

Foothill Equivalency

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

More Options

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

UC Transferable and/or Lower-Division Major Requirement

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

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program

Associated Program	Film/TV: Production
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Film/TV: Production (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Film/TV: Production (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 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	3	3
	Lecture Hours - Out of Class	6	6
	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	144	144

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	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	72	72
	Total - Course Out-of-Class Hours	72	72
	Total Credit Units - Minimum Credit Units	4	4

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

Changed	Field	Current Version	Proposed Version
	COURSE CLASSIFICATION STATUS	Credit Course.	Credit Course.
	Course Credit Status (CB04)	Credit - Degree Applicable	Credit - Degree Applicable
	Course Non Credit Category (CB22)	Credit Course.	Credit Course.
	Funding Agency Category (CB23)	Not Applicable.	Not Applicable.
	Cooperative Work Experience Education Status (CB10)	☐	☐
	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	36	36
	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** | **Methods of Instruction** Methods of Instruction |
| | | **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects | **Methods of Instruction** Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects Guest speakers |

Changed	Field	Current Version	Proposed Version

	Assignments	1. Preparation of three written evaluations of screen feature film acting, citing examples of use of acting tools and understanding of camera angles
		2. Preparation of advanced scripted material for:
		    1. advanced two person scene from scripted material, commercial, and public service announcement
		    2. voice over material: audio commercial and public service announcement
		3. Preparation and marketing strategy for:
		    1. attendance at a professional audition
		    2. attendance at interview for professional agency representation
		4. Preparation for class discussions from required readings
		5. Designated film and television viewing
			1. Preparation of three written evaluations of screen feature film acting, citing examples of use of acting tools and understanding of camera angles
			2. Preparation of advanced scripted material for:
			    1. advanced two person scene from scripted material, commercial, and public service announcement
			    2. voice over material: audio commercial and public service announcement
			3. Preparation and marketing strategy for:
			    1. attendance at a professional audition
			    2. attendance at interview for professional agency representation
			4. Preparation for class discussions from required readings
			5. Designated film and television viewing

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. Written reports evaluating feature film performances to demonstrate critical thinking and usage of key terms and concepts 2. Performance assignments: scene work, commercial and public service announcement, voice over advertising and announcing to evaluate ability to demonstrate mastery of analyzing, preparing, rehearsing, and performing advanced scripted material before the camera and microphone 3. Participation in class exercises, evaluations, discussions and rehearsals to evaluate ability to demonstrate core course concepts 4. Midterm and final examinations: multiple choice, vocabulary,	**Methods of Evaluation**	1. Written reports evaluating feature film performances to demonstrate critical thinking and usage of key terms and concepts 2. Performance assignments: scene work, commercial and public service announcement, voice over advertising and announcing to evaluate ability to demonstrate mastery of analyzing, preparing, rehearsing, and performing advanced scripted material before the camera and microphone 3. Participation in class exercises, evaluations, discussions and rehearsals to evaluate ability to demonstrate core course concepts 4. Midterm and final examinations: multiple choice, vocabulary,

Changed	Field	Current Version	Proposed Version
		essays covering concepts and techniques discussed and demonstrated in class and in assigned readings to evaluate comprehension and mastery of key terms and concepts 5. Written reports evaluating assigned film and television viewing to evaluate ability to analyze critically and synthesize course materials and personal experience related to viewing of screen performances	essays covering concepts and techniques discussed and demonstrated in class and in assigned readings to evaluate comprehension and mastery of key terms and concepts 5. Written reports evaluating assigned film and television viewing to evaluate ability to analyze critically and synthesize course materials and personal experience related to viewing of screen performances
❗	**Essential Student Materials/Essential College Facilities**	**Essential Student Materials:** • 32GB Memory Card class 10 SDHC **Essential College Facilities:** • Classroom with performance space • Portable video equipment • Production studio with cameras, switcher, lighting and sound equipment, teleprompter • Sound recording room or capability • Costumes, dressing facilities	**Essential Student Materials:** • USB flash drive **Essential College Facilities:** • Classroom with performance space • Portable video equipment • Production studio with cameras, switcher, lighting and sound equipment, teleprompter • Sound recording room or capability • Dressing facilities, storage facilities

Changed	Field	Current Version	Proposed Version

Examples of Primary Texts and References

Current Version:

Title	No value
Author	Barr, Tony. "Acting for the Camera: revised edition." New York, Harper, 1997.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Brandenburg, Lea and Hubbard, Valorie. "The Actor's Workbook: How to Become a Working Actor." Allyn & Bacon, 2009.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Fulton, Julia. "Acting for Camera from the Actor's P.O.V." Kendall Hunt Publishing, 2011.
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version:

Title	ACTION! Professional Acting for Film and Television
Author	Benedetti, Robert
Publisher	Pearson
Date/Edition	2023
ISBN	978-0321418258

Title	Acting for the Screen
Author	Belli, Mary Lou
Publisher	Routledge
Date/Edition	2019
ISBN	978-1138311640

Title	Acting for Film
Author	Haase, Cathy
Publisher	Allworth Publishing
Date/Edition	2018
ISBN	978-1581152524

Title	The Science and Art of Acting for the Camera
Author	Swain, John Howard
Publisher	Routledge
Date/Edition	2017
ISBN	978-1138233676

Changed	Field	Current Version	Proposed Version

		Title No value	**Title** The Camera Smart Actor (A Career Resource Book)
		Author Vint, Jesse. "The Film Actor's Handbook." RJ Communications, 2010.	**Author** Brestoff, Richard
		Publisher No value	**Publisher** Smith and Kraus
		Date/Edition No value	**Date/Edition** 1994
		ISBN No value	**ISBN** 978-1880399767

Changed	Field	Current Version	Proposed Version
❗	**Suggested Reading List**		No value

Reading List	backstage.com
May include, but are not limited to	No value

Reading List	bayareacasting.com
May include, but are not limited to	No value

Reading List	Davies, Alan R. "The Actor's Guide to Headshots, Resumes, and Demo Reels: How to Get Hired As A Television and Film Actor." Alan R. Davies, 2017.
May include, but are not limited to	No value

Reading List	reeldirectory.com

Changed	Field	Current Version	Proposed Version
	May include, but are not limited to	No value	
	Reading List	Stanislavski, Constantin, with Elizabeth Reynolds Hapgood. "Building a Character." New York: Routledge, 2003.	
	May include, but are not limited to	No value	
	Reading List	Stanislavski, Constantin, with Elizabeth Reynolds Hapgood. "Creating a Role." New York: Routledge, 2003.	
	May include, but are not limited to	No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Demonstrate advanced knowledge of the camera media from the actor's point of view. - Demonstrate knowledge of vocal techniques employed in recording production - Analyze, prepare, rehearse and perform advanced scripted material for performance before the camera and microphone - Identify and demonstrate a working vocabulary of equipment used in multi-media, film and television entertainment industries - Identify and articulate advanced problems in character development within the context of a shooting schedule - Examine various websites and periodicals in order to explore and participate in current commercial acting markets through preparation of audition materials for the job search process	- Demonstrate advanced knowledge of the camera media from the actor's point of view. - Demonstrate knowledge of vocal techniques employed in recording production - Analyze, prepare, rehearse and perform advanced scripted material for performance before the camera and microphone - Identify and demonstrate a working vocabulary of equipment used in multi-media, film and television entertainment industries - Identify and articulate advanced problems in character development within the context of a shooting schedule - Examine various websites and periodicals in order to explore and participate in current commercial acting markets through preparation of audition materials for the job search process

Changed	Field	Current Version	Proposed Version

CSLOs

CSLOs	Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.
Expected SLO Performance	0.0

CSLOs	Recognize the process by which actors are interviewed, auditioned, cast and utilized for all forms of media production.
Expected SLO Performance	0.0

CSLOs	Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size, and continuity of takes.
Expected SLO Performance	0.0

CSLOs	Distinguish and practice effective body movement and voice modulation as it pertains to camera acting styles, camera angle and shot size, and continuity of takes.
Expected SLO Performance	0.0

CSLOs	Demonstrate advanced skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self-evaluation.
Expected SLO Performance	0.0

CSLOs	Demonstrate advanced skills in the practice and performance of script work for the camera, and the subsequent critiquing of the work, including self-evaluation.
Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version

	Course Content	1. Demonstrate advanced knowledge of the camera media from the actor's point of view.
		  1. Attendance at a minimum of three feature films to analyze the use of camera angles and the degree of movement
		    1. Establishing shots
		    2. Medium shots
		    3. Close up shots
		    4. Extreme close up shots
		  2. Analyze and breakdown existing film footage
		    1. Identify screen direction
		    2. Translate edited scene to shooting script
		    3. Follow continuity
		2. Demonstrate knowledge of vocal techniques employed in recording production
		  1. Recording sessions
		    1. Commercial copy
		    2. Character copy (radio drama)
		    3. Public service announcement
		  2. Use of microphones
		  3. Exploration of diction and sound distortion
		3. Analyze, prepare, rehearse and perform advanced scripted material for performance before the camera and microphone
		  1. Rehearse two person scenes
		  2. Prepare shot list for production
		  3. Follow continuity and screen direction
		  4. Shoot scene utilizing portable video equipment in film format either on location or in the studio
			1. Demonstrate advanced knowledge of the camera media from the actor's point of view.
			  1. Attendance at a minimum of three feature films to analyze the use of camera angles and the degree of movement
			    1. Establishing shots
			    2. Medium shots
			    3. Close up shots
			    4. Extreme close up shots
			  2. Analyze and breakdown existing film footage
			    1. Identify screen direction
			    2. Translate edited scene to shooting script
			    3. Follow continuity
			2. Demonstrate knowledge of vocal techniques employed in recording production
			  1. Recording sessions
			    1. Commercial copy
			    2. Character copy (radio drama)
			    3. Public service announcement
			  2. Use of microphones
			  3. Exploration of diction and sound distortion
			3. Analyze, prepare, rehearse and perform advanced scripted material for performance before the camera and microphone
			  1. Rehearse two person scenes
			  2. Prepare shot list for production
			  3. Follow continuity and screen direction
			  4. Shoot scene utilizing portable video equipment in film format either on location or in the studio

Changed	Field	Current Version	Proposed Version

		5. Explore "combat" choreography
		    1. "Stage" slaps, punches
		    2. Choreographed fights
		6. Explore mime skills as applicable to green screen acting
		4. Identify and demonstrate a working vocabulary of equipment used in multi-media, film and television entertainment industries
		    1. Learn terms and vocabulary for working on location and in the studio
		    2. Serve on production crew for classmates' scenes
		        1. Operate portable video equipment
		        2. Operate studio equipment
		    3. Examine studio equipment
		5. Identify and articulate advanced problems in character development within the context of a shooting schedule
		    1. Character research
		    2. Actions and objectives
		    3. Scene breakdown for emotional high points
		    4. Transitions
		    5. Exploring more emotionally demanding material
		    6. Sustaining energy and concentration throughout shooting schedules
		6. Examine various websites and periodicals in order to explore and participate in current commercial acting markets through preparation of audition materials for the job search process
			5. Explore "combat" choreography
			    1. "Stage" slaps, punches
			    2. Choreographed fights
			6. Explore mime skills as applicable to green screen acting
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			    1. Learn terms and vocabulary for working on location and in the studio
			    2. Serve on production crew for classmates' scenes
			        1. Operate portable video equipment
			        2. Operate studio equipment
			    3. Examine studio equipment
			5. Identify and articulate advanced problems in character development within the context of a shooting schedule
			    1. Character research
			    2. Actions and objectives
			    3. Scene breakdown for emotional high points
			    4. Transitions
			    5. Exploring more emotionally demanding material
			    6. Sustaining energy and concentration throughout shooting schedules
			6. Examine various websites and periodicals in order to explore and participate in current commercial acting markets through preparation of audition materials for the job search process

Changed	Field	Current Version	Proposed Version
		1. Examine current trends in headshot photography 2. Examine current trends in resume preparation 3. Examine current trends in audition materials and demands 4. Prepare memorized audition material 5. Where possible, acquire headshots for agency submissions 6. Practice cold reading audition 7. Where possible, schedule interviews with agents for representation 8. Prepare marketing strategy	1. Examine current trends in headshot photography 2. Examine current trends in resume preparation 3. Examine current trends in audition materials and demands 4. Prepare memorized audition material 5. Where possible, acquire headshots for agency submissions 6. Practice cold reading audition 7. Where possible, schedule interviews with agents for representation 8. Prepare marketing strategy
	Lab Component in this Course	Yes	Yes
❗	**Lab Outline**	1. Vocal and physical warm-ups 2. Improvisations 3. Monologues 4. Scene work	1. Vocal and physical warm-ups 2. Improvisations 3. Monologues 4. Teleprompter work 5. Scene work

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
❗	**Prerequisite(s):**	THEA D080A	THEAD080A
	Corequisite(s):	No Value	No Value
	Advisory(ies):	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.	ESL D272. and ESL D273., or ESL D472. and ESL D473., or eligibility for ENGL C1000 or ENGL C1000H or ESL D005.
	Advisory(ies) - Other:	No Value	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

Changed	Questions	Current Version	Proposed Version
	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
	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	Assignments: B. 1. Preparation of advanced two person scene from scripted material. Preparation for class discussion from required readings.
❗	**Objective 2: Develop analytical ideas and topics for essays.**	No Value	Assignments: A. Preparation of three written evaluations of screen feature film acting, citing examples of use of acting tools and understanding of camera angles.
❗	**Objective 3: Compose and support thesis statements for analytical essays.**	No Value	Methods of Evaluation: A. Written reports evaluating feature film performances.
❗	**Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.**	No Value	Assignments: A. Preparation of three written evaluations of screen feature film acting, citing examples of use of acting tools and understanding of camera angles.

Changed	Questions	Current Version	Proposed Version
❗	**Objective 5: Identify and practice writing for different audiences and purposes.**	No Value	Methods of Evaluation: A. Written reports evaluating feature film performances.
❗	**Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.**	No Value	Assignments: A. Preparation of three written evaluations of screen feature film acting, citing examples of use of acting tools and understanding of camera angles.
❗	**Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.**	No Value	Course Outline: E. 1.-3. Character research. Actions and objectives. Scene breakdown for emotional high points.
❗	**Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.**	No Value	Assignments: A. Preparation of three written evaluations of screen feature film acting, citing examples of use of acting tools and understanding of camera angles.
❗	**Objective 9: Demonstrate appropriate grammar usage and mechanics.**	No Value	Methods of Evaluation: A. Written reports evaluating feature film performances.

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**

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 is being removed, provide an explanation as to why.	No Value	No Value
	If the requisite does not fall under an A-F Matrix is being retained/added, download the Content Review Matrix G from the Reference Materials, and follow the remaining instructions on the form. Reminder that: an "OR" conjunction statement requires ONE representative G-Matrix; an "AND" conjunction statement requires a separate G-Matrix for EACH course.	No Value	No Value

H-Matrix Form

Changed	Questions	Current Version	Proposed Version
	Objective 1: For entrance into a CTE program such as Nursing, AUTO, APRN, etc… list the prerequisite(s) to participate in the program.	No Value	No Value
	Objective 2: For Student Cohorts, such as Honors, Puente, performance groups, intercollegiate teams, Special Projects course, etc… list the prerequisite(s) to participate in the cohort.	No Value	No Value
	Objective 3: For Prerequisites based on Government/Licensing/Certification Regulations, or legal requirements, cite the regulation that mandates a prerequisite or attach a copy of it to this form.	No Value	No Value
	Objective 4: For Requirements based on Health and Safety, describe the specific skills, concepts, and information without which the students would create a hazard to themselves or those around them. Also describe how students will meet those skills.	No Value	No Value
	Objective 5: For Entrance Skills that are necessary for taking the course, describe the specific skills and the reason they are necessary for this course. Also describe how students will meet those skills.	No Value	No Value
	Objective 6: For other Limitations on Enrollment not covered above, indicate the limitation on enrollment and the reason it is necessary for this course. Also describe how students will be able to meet the requirement.	No Value	No Value

De Anza GE Form

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

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**	**Initiator - Indicate "Y" When Completed**
			2-21-25 / Specifications	Required		ISBN Numbers Missing	
	Stage 4: Division Dean	No Value	No Value				
	Stage 5: SLO Coordinator	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					

Changed	Questions	Current Version	Proposed Version
❗	**Stage 7: Content Review Matrix Liaison**	No Value	*(see table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/6/25	Matrix B	All Objectives	Required	In addition to what you have listed, please indicate where the material can be found in eLumen.	

Changed	Questions	Current Version	Proposed Version
	Stage 8: Dean of Online Learning	No Value	No Value
	Stage 9: Articulation Officer	No Value	No Value
❗	**Stage 10: De Anza General Education**	No Value	*(see table below)*

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed
3/18/25	De Anza GE Matrix	GE Matrix	Required	Please add responses to criteria 1-6 of the GE matrix	

Changed	Questions	Current Version	Proposed Version
	Stage 13: Curriculum Committee	No Value	No Value

CO

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	THEA 080B	THEA 080B
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	No Value	No Value
	Curriculum Office Notes	- Removal/deletion of cross-listed course (F/TV 80B) and units/hours change appr. 10/27/15 (effect. F16).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - CCN requisite changes appr. 9/23/24 (effect. F25). -sw	- Removal/deletion of cross-listed course (F/TV 80B) and units/hours change appr. 10/27/15 (effect. F16).-mkct - Requisite change appr. 1/17/23 (effect. F23).-mkct - CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Course Administration Codes

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

Changed	Field	Current Version
	Curriculum ID	THEAD080B
	Distance Education Approved	No

Changed	Field	Current Version
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2024 12:00:00 AM
	External Review Approval Date	Sep 1, 2019 12:00:00 AM
	Course Control Number	CCC000575101

Articulation

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