

De Anza College

Change Report

03/03/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
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.

Section	Changed field
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.
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Sukhjit Singh
	Course ID (CB01A and CB01B)	CISD030A	CISD030A
	Course Control Number	CCC000565204	CCC000565204
	Course Title (CB02)	Introduction to C# Programming	Introduction to C# Programming
	Short Course Title	INTRO TO C# PROGRAMMING	INTRO TO C# PROGRAMMING

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0707.10	0707.10 Computer Programming
	CIP Code	Computer Programming/Programmer, General	11.0201 Computer Programming/Programmer, General
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	Course Description	This course is an introduction to C# programming, .NET environment, computing context, primitive types, the flow of control constructs, operators, text I/O, objects and classes, interfaces, packages, GUI, exceptions, and threads.	Explore how C# brings ideas to life in the .NET environment as you build real-world applications from the ground up. In this course, you'll learn essential programming concepts—data types, control structures, text I/O, objects, interfaces, GUIs, exceptions, and threads—through hands-on projects designed to meet you where you are. Whether you're new to coding or ready to expand your skills, you'll create software that is not only functional, but also accessible, relevant, and meaningful for diverse users in today's world.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	- Online - Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	Computer Science
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
	FSA	No value	FHDA FSA - COMPUTER SCIENCE

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 UC and CSU transferable. C# is the key language for Microsoft's .NET platform. This course is aimed at the beginner programmer and covers the installation of C# through the writing of applications using GUIs and file I/O. This course belongs on the Liberal Arts A.A. Degree.	This <u>CTE</u> course is UC and CSU transferable. ~~C# is the key language for Microsoft's .NET platform. This course is aimed at the beginner programmer and covers the installation of C# through the writing of applications using GUIs and file I/O.~~ This course belongs on the Liberal Arts A.A. Degree.

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course embeds principles of inclusion, diversity, equity, anti-racism, and accessibility into all aspects of teaching and learning. Students work with culturally diverse and representative datasets, practice coding conventions that emphasize clarity and inclusivity, and design projects with accessibility in mind. Instructional methods foster collaborative and respectful peer learning environments. Assignments and evaluations value not only technical proficiency but also ethical awareness, equitable teamwork, and accessible program design. Primary texts are supplemented with resources on inclusive and accessible computing practices. The course outline highlights how programming concepts intersect with real-world applications that serve diverse communities and reduce barriers to technology. The course is further structured in alignment with Universal Design for Learning principles by providing multiple means of engagement, representation, and expression. Course materials use accessible language, clearly define programming terminology, and reflect diverse perspectives within contemporary software development practice.</u>
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

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 Liberal Arts (Business and Computer Information Systems Emphasis)

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)

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

Associated Program Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development)

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

Associated Program Liberal Arts (Science, Math and Engineering Emphasis) (In Development)

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

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects On-line tutorial Class presentations	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Collaborative projects On-line tutorial Class presentations

Changed	Field	Current Version	Proposed Version
	Assignments	1. Reading: Required reading from the text 2. Programs: 8-12 programming homework assignments pertaining to the topics listed in X as Lab Topics, including several of more than 200 lines and several which use 5 or more functions.	1. Assignment 1: Computing Basics and C# Setup. Install the C# development environment, run a test program ("Hello, World"), and submit a short write-up explaining the steps you took to set up your system. 2. Assignment 2: Working with Data Types and Variables. Write a C# program that declares and manipulates integers, floating-point numbers, booleans, and strings. Show examples of variable assignments, constants, and comments in your code. 3. Assignment 3: Input/Output and Formatting. Create a program that reads user input (such as name, age, or city) and outputs a formatted table. Practice formatting strings and numbers to display results in a clear and readable way. 4. Assignment 4: Flow of Control. Use if, else, while, do while, for, and switch statements to design a program that evaluates student grades and outputs a letter grade with comments based on the score. 5. Assignment 5: Arrays, Searching, and Sorting. Write a program that stores a list of student scores in an array. Implement a searching algorithm to find a specific score and a sorting algorithm to display the scores in order. 6. Assignment 6: Object-Oriented Programming. Create a Student class with fields for name, ID, and GPA. Write methods to display the

Changed	Field	Current Version	Proposed Version
			student's information and calculate average GPA. Demonstrate constructors and method overloading.
			7. Assignment 7: File I/O. Develop a program to read and write student records (name, ID, GPA) from a text file. Display the records neatly formatted in the console.
			8. Assignment 8: GUI Application. Build a simple graphical user interface (e.g., a course registration form) using C#. Include text boxes, labels, buttons, and lists. Demonstrate handling events such as button clicks.
			9. Selected assignments include opportunities for revision based on instructor feedback and peer review to support mastery and continuous improvement.

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. Completion of programming assignments evaluated on use of structured design principles, documentation programming style, efficiency, and correctness of output. 2. One or more examinations requiring some programming demonstrating ability to develop an algorithm and/or write code using specific programming constructs presented in the course. Code is evaluated on correctness. 3. In-class lab problems, group collaborative problems, exam questions and/or online assignments or tutorials demonstrating the ability to read and analyze code	Methods of Evaluation 1. Completion of programming assignments evaluated on use of structured design principles, documentation programming style, efficiency, and correctness of output. 2. One or more examinations requiring some programming demonstrating ability to develop an algorithm and/or write code using specific programming constructs presented in the course. Code is evaluated on correctness. 3. In-class lab problems, group collaborative problems, exam questions and/or online assignments or tutorials demonstrating the ability to read and analyze code

Changed	Field	Current Version	Proposed Version
		through debugging and/or writing snippets of code. 4. A final examination requiring some programming demonstrating ability to develop an algorithm and/or write code using specific programming constructs presented in the course. Code is evaluated on correctness.	through debugging and/or writing snippets of code. Instructors provide sample assignments, models of successful work, and grading rubrics to clarify expectations and support student success. 4. A final examination requiring some programming demonstrating ability to develop an algorithm and/or write code using specific programming constructs presented in the course. Code is evaluated on correctness.



Essential Student Materials/Essential College Facilities

Essential Student Materials:

- None.

Essential College Facilities:

- Computer lab equipped with an integrated development environment tool supporting C# development

Essential Student Materials:

- None

Essential College Facilities:

- Computer lab equipped with an integrated development environment tool supporting C# development

Changed	Field	Current Version	Proposed Version																				
❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>"Microsoft Visual C# Step by Step (9th Edition) (Developer Reference) 9th Edition " by John Sharp, by Microsoft Press, 2018</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	"Microsoft Visual C# Step by Step (9th Edition) (Developer Reference) 9th Edition " by John Sharp, by Microsoft Press, 2018	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Microsoft Visual C# Step by Step (Developer Reference)</td></tr><tr><td>Author</td><td>John Sharp</td></tr><tr><td>Publisher</td><td>Microsoft Press</td></tr><tr><td>Date/Edition</td><td>2022/10th</td></tr><tr><td>ISBN</td><td>978-0137619832</td></tr></table>	Title	Microsoft Visual C# Step by Step (Developer Reference)	Author	John Sharp	Publisher	Microsoft Press	Date/Edition	2022/10th	ISBN	978-0137619832
		Title	No value																				
		Author	"Microsoft Visual C# Step by Step (9th Edition) (Developer Reference) 9th Edition " by John Sharp, by Microsoft Press, 2018																				
		Publisher	No value																				
		Date/Edition	No value																				
		ISBN	No value																				
		Title	Microsoft Visual C# Step by Step (Developer Reference)																				
		Author	John Sharp																				
		Publisher	Microsoft Press																				
		Date/Edition	2022/10th																				
ISBN	978-0137619832																						
	<table><tr><td>Title</td><td>C# Programming in easy steps</td></tr><tr><td>Author</td><td>Mike McGrath</td></tr><tr><td>Publisher</td><td>In Easy Steps Limited</td></tr><tr><td>Date/Edition</td><td>2022/3rd</td></tr><tr><td>ISBN</td><td>978-1840789737</td></tr></table>	Title	C# Programming in easy steps	Author	Mike McGrath	Publisher	In Easy Steps Limited	Date/Edition	2022/3rd	ISBN	978-1840789737												
Title	C# Programming in easy steps																						
Author	Mike McGrath																						
Publisher	In Easy Steps Limited																						
Date/Edition	2022/3rd																						
ISBN	978-1840789737																						
❗	Suggested Reading List	<table><tr><td>Reading List</td><td>None.</td></tr><tr><td>May include, but are not limited to</td><td>No value</td></tr></table>	Reading List	None.	May include, but are not limited to	No value	No value																
		Reading List	None.																				
		May include, but are not limited to	No value																				
Learning Outcomes																							

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Describe the Computing Basics and C# as a programming language. • Describe datatypes, expressions in basic C# programs. • Describe Input/Output functions and formatting techniques. • Build Simple Program using operators in expressions. • Apply Flow of Control concepts in C# programs. • Use Functions/Methods in writing programs. • Apply the concepts of Arrays in C# programs. • Create Objects and write Classes. • Apply the concepts of Inheritance in Object Oriented C# programs. • Describe additional Object-Oriented Concepts and apply in simple C# Programs. • Implement File I/O in C#. • Apply Graphical User Interface development using ASP forms in C#. • Apply the basic of Exception Management in C#. • Apply the basic Thread concepts.	• Describe the Computing Basics and C# as a programming language. • Describe datatypes, expressions in basic C# programs. • Describe Input/Output functions and formatting techniques. • Build Simple Program using operators in expressions. • Apply Flow of Control concepts in C# programs. • Use Functions/Methods in writing programs. • Apply the concepts of Arrays in C# programs. • Create Objects and write Classes. • Apply the concepts of Inheritance in Object Oriented C# programs. • Describe additional Object-Oriented Concepts and apply in simple C# Programs. • Implement File I/O in C#. • Apply Graphical User Interface development using ASP forms in C#. • Apply the basic of Exception Management in C#. • Apply the basic Thread concepts.

Changed	Field	Current Version		Proposed Version	
	CSLOs	CSLOs	Create algorithms, code, document, debug, and test intermediate level C# programs.	CSLOs	Create algorithms, code, document, debug, and test intermediate level C# programs.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0
		CSLOs	Read, analyze and explain intermediate level C# programs.	CSLOs	Read, analyze and explain intermediate level C# programs.
		Expected SLO Performance	0.0	Expected SLO Performance	0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	- Describe the Computing Basics and C# as a programming language. - Hardware - Networking - Software - Features of C# - C# Installation - C# and the Internet - Third-Party C# Tools - C# Applications - Describe datatypes, expressions in basic C# programs. - Integers - Floating Types - Boolean - Variables - Assignments - Constants - Comments - Describe Input/Output functions and formatting techniques. - For reading Strings, numbers - integers and double. - Formatting Numbers, Strings - Build Simple Program using operators in expressions. - Unary - Conditional - Assignment - Arithmetic - Relational - Logical - Bitwise - Operator Precedence - Operators used with Strings - Apply Flow of Control concepts in C# programs. - if - while - do while - for - switch	- Describe the Computing Basics and C# as a programming language. - Hardware - Networking - Software - Features of C# - C# Installation - C# and the Internet - Third-Party C# Tools - C# Applications - Describe datatypes, expressions in basic C# programs. - Integers - Floating Types - Boolean - Variables - Assignments - Constants - Comments - Describe Input/Output functions and formatting techniques. - For reading Strings, numbers - integers and double. - Formatting Numbers, Strings - Build Simple Program using operators in expressions. - Unary - Conditional - Assignment - Arithmetic - Relational - Logical - Bitwise - Operator Precedence - Operators used with Strings - Apply Flow of Control concepts in C# programs. - if - while - do while - for - switch

Changed	Field	Current Version	Proposed Version
		6. Use Functions/Methods in writing programs. 1. Method Definition 2. Calling a method in C# 3. break and continue statements	6. Use Functions/Methods in writing programs. 1. Method Definition 2. Calling a method in C# 3. break and continue statements
		7. Apply the concepts of Arrays in C# programs. 1. Single-dimensional and multidimensional arrays 2. Searching algorithm 3. Sorting algorithm	7. Apply the concepts of Arrays in C# programs. 1. Single-dimensional and multidimensional arrays 2. Searching algorithm 3. Sorting algorithm
		8. Create Objects and write Classes. 1. Features, benefits, applications of Object-Oriented programming 2. Objects and classes 3. Class variables and methods 4. Constructors 5. Overloading 6. Strings	8. Create Objects and write Classes. 1. Features, benefits, applications of Object-Oriented programming 2. Objects and classes 3. Class variables and methods 4. Constructors 5. Overloading 6. Strings
		9. Apply the concepts of Inheritance in Object Oriented C# programs. 1. Subclasses 2. protected, private, public 3. super 4. this 5. Object Class 6. Inner classes 7. Polymorphism	9. Apply the concepts of Inheritance in Object Oriented C# programs. 1. Subclasses 2. protected, private, public 3. super 4. this 5. Object Class 6. Inner classes 7. Polymorphism
		10. Describe additional Object-Oriented Concepts and apply in simple C# Programs. 1. Abstract methods and classes 2. Helper Classes 3. Wrapper Classes 4. Final Classes 5. Interfaces 6. Basic C# Packages	10. Describe additional Object-Oriented Concepts and apply in simple C# Programs. 1. Abstract methods and classes 2. Helper Classes 3. Wrapper Classes 4. Final Classes 5. Interfaces 6. Basic C# Packages
		11. Implement File I/O in C#. 1. Definition of Stream, Buffer and Filters 2. Text Streams 3. Binary Streams	11. Implement File I/O in C#. 1. Definition of Stream, Buffer and Filters 2. Text Streams 3. Binary Streams

Changed	Field	Current Version	Proposed Version
		4. ObjectStreams 12. Apply Graphical User Interface development using ASP forms in C#. 1. Writing GUI Applications 2. Events 3. Components 4. Containers 5. Labels 6. Text 7. Lists 8. Buttons 9. Layout Managers 13. Apply the basic of Exception Management in C#. 1. try 2. throw 3. throws 4. finally 14. Apply the basic Thread concepts. 1. Thread Class 2. Runnable Interface 3. Synchronized 4. Destroy 5. Run 6. Resume 7. Sleep 8. start 9. suspend	4. ObjectStreams 12. Apply Graphical User Interface development using ASP forms in C#. 1. Writing GUI Applications 2. Events 3. Components 4. Containers 5. Labels 6. Text 7. Lists 8. Buttons 9. Layout Managers 13. Apply the basic of Exception Management in C#. 1. try 2. throw 3. throws 4. finally 14. Apply the basic Thread concepts. 1. Thread Class 2. Runnable Interface 3. Synchronized 4. Destroy 5. Run 6. Resume 7. Sleep 8. start 9. suspend
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Debug code and output results of execution. 2. Write and/or debug code implementing Object theory basics 3. Write and/or debug code implementing Object relationships. 4. Write and/or debug code implementing Interfaces and abstract classes 5. Write and/or debug code implementing GUI development. 6. Write and/or debug code implementing Exception Handling. 7. Write and/or debug code implementing File Input and Output. 8. Write and/or debug code implementing Inner Classes.	1. Debug code and output results of execution. 2. Write and/or debug code implementing Object theory basics 3. Write and/or debug code implementing Object relationships. 4. Write and/or debug code implementing Interfaces and abstract classes 5. Write and/or debug code implementing GUI development. 6. Write and/or debug code implementing Exception Handling. 7. Write and/or debug code implementing File Input and Output. 8. Write and/or debug code implementing Inner Classes.

Blue Form

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

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

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):	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

Describe the Computing Basics and C# as a programming language.

Changed	Questions	Current Version	Proposed Version
❗	Objective 2: Develop analytical ideas and topics for essays.	No Value	Describe datatypes, expressions in basic C# programs.
❗	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Describe datatypes, expressions in basic C# programs. Apply Flow of Control concepts in C# programs.
❗	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Apply Flow of Control concepts in C# programs.
❗	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Apply the concepts of Arrays in C# programs.
❗	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Apply the concepts of Inheritance in Object Oriented C# programs. Create Objects and write Classes. Completion of programming assignments evaluated on use of structured design principles, documentation programming style, efficiency, and correctness of output.
❗	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Completion of programming assignments evaluated on use of structured design principles, documentation programming style, efficiency, and correctness of output.
❗	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Describe additional Object-Oriented Concepts and apply in simple C# Programs. Create Objects and write Classes.

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Describe additional Object-Oriented Concepts and apply in simple C# Programs.

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

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	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

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)	CIS 030A	CIS 030A
	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)	05/28/2019	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	05/28/2019	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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 or Initiator's Response
			1/10/2026	Basics	Justification	Required	Change to “This CTE course is UC and CSU transferable. This course belongs on the Liberal Arts A.A. Degree.”	Y

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value							
			Date	Tab	Part - Field	Type of Edit	Edit		
			02/07/2026	Basic Course Information	DEI Review	Suggested	Great job on this DEI statement! Consider one small addition to specifically note that the course provides multiple means of engagement, expression, and representation for students in keeping with best practices from universal design for learning		y

Changed	Questions	Current Version	Proposed Version
			Thanks for providing these examples of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Examples of Primary Texts and References 02/07/2026 Specifications Required Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbooks are low cost (i.e. under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit. y - A representative OER textbook for Introduction to C# Programming was reviewed; however, no suitable OER that aligns with course outcomes was found. The selected primary texts (or alternatives) are low cost (under \$50), meeting De Anza affordability criteria.

Changed	Questions	Current Version	Proposed Version
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this detailed list of assignments. Do any of these assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? y - If yes, please let me know in the initiator response box and consider noting these components for the appropriate assignments. If not appropriate, please disregard.
		02/07/2026	SpecificationsExamples of Primary Texts and ReferencesSuggested
		02/07/2026	SpecificationsAssignmentsSuggestedself-reflection? y -

Changed	Questions	Current Version	Proposed Version
			Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please let me know in the initiator response box and then disregard suggested edit. If you'd like to add the recommended edit to <i>just the relevant evaluation method(s)</i>, please feel free! If you feel it is more appropriate as its own evaluation method, please let me know. If appropriate, consider providing space in the outline to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, please disregard.
		02/07/2026 Specifications	Methods of Evaluation Suggested
		02/07/2026 Outline	Course Outline Suggested Not appropriate for technical lens - no change made.
	Stage 4: Articulation Officer	No Value	No Value

Changed	Questions	Current Version	Proposed Version

Stage 5: De Anza General Education

No Value

No Value

Stage 6: Content Review Matrix Liaison

No Value

No Value

Stage 7: Dean of Online Learning

No Value

No Value

Stage 8: SLO Coordinator

No Value

No Value

Stage 10: 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

CISD030A

Distance Education Approved

Yes

Board of Trustees Approval Date

Curriculum Committee Approval Date

Changed	Field	Current Version
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000565204

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

De Anza College

Change Report

03/03/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
Learning Outcomes	Course Objectives
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.

Section	Changed field
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Sukhjrit Singh
	Course ID (CB01A and CB01B)	CISD064C	CISD064C
	Course Control Number	CCC000034330	CCC000034330
	Course Title (CB02)	Introduction to PL/SQL	Introduction to PL/SQL
	Short Course Title	INTRO TO PL/SQL	INTRO TO PL/SQL
	TOP Code (CB03)	0707.20	0707.20 Database Design and Administration
	CIP Code	Data Modeling/Warehousing and Database Administration	11.0802 Data Modeling/Warehousing and Database Administration
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
	Course Description	This course covers Oracle PL/SQL features including data definition and data manipulation using expressions, control structures, and Oracle objects. Error handling, predefined packages, triggers, transactions, and advanced PL/SQL features are also covered.	Discover the full power of Oracle PL/SQL as you learn to build robust, efficient, and secure database applications. This course covers data definition, data manipulation, control structures, Oracle objects, error handling, packages, triggers, transactions, and advanced PL/SQL features. Instruction incorporates demonstrations, guided practice, collaborative activities, and applied projects to support diverse learning styles and levels of experience. Students demonstrate learning through hands-on coding, problem-solving exercises, and real-world database scenarios.

Changed	Field	Current Version	Proposed Version
	Course Type (CB27)	Lower Division	Lower Division
!	Mode of Delivery	Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	Computer Science
!	Discipline 2	No value	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 3	No value	No value
!	FSA	No value	FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	PL/SQL is a natural extension of Structured Query Language enabling procedural constructs implementation in a database. Such implementation makes for faster database access and hence the popularity among organizations developing enterprise applications. This course is transferable to all CSUs. This course belongs on the Database Design for Developers Certificate of Achievement.	PL/SQL is a natural extension of Structured Query Language enabling procedural constructs implementation in a database. Such implementation makes for faster database access and hence the popularity among organizations developing enterprise applications. This <u>CTE</u> course is transferable to all CSUs. This course belongs on the Database Design for Developers Certificate of Achievement.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version

	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version

	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version

	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version

	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version

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

Cross-listed Course

Changed	Field	Current Version	Proposed Version

	Is this a cross-listed course?	No	No

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is designed to create an inclusive and equitable learning environment where all students—regardless of background, prior experience, identity, or learning style—can succeed in mastering Oracle PL/SQL. Course materials, assignments, and examples intentionally reflect diverse industries, communities, and real-world applications to ensure relevance and representation. Instruction prioritizes accessibility by providing multiple ways to engage with content, practice skills, and demonstrate understanding, while assessment methods are structured to recognize different strengths and learning pathways. Collaboration, respect, and cultural awareness are central to our classroom community, and every student is supported in developing confidence, voice, and belonging as a future data professional and problem-solver. Primary texts and reference materials use accessible and inclusive language, clearly define technical terminology, and provide varied examples that support diverse learning backgrounds. Materials reflect current industry standards and incorporate multiple perspectives relevant to today's database and software development environments.</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	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 Applied Artificial Intelligence Associate of Science (In Development)	Associated Program Applied Artificial Intelligence Associate of Science (In Development)
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)	Associated Program Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Database Development Practitioner	Associated Program Database Development Practitioner
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
		Associated Program Database Development Practitioner	Associated Program Database Development Practitioner
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Database Development Practitioner	Associated Program Database Development Practitioner
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Database Development Practitioner (In Development)	Associated Program Database Development Practitioner (In Development)
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Database Development Practitioner (In Development)	Associated Program Database Development Practitioner (In Development)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)	Associated Program Liberal Arts (Business and Computer Information Systems Emphasis)

Changed	Field	Current Version		Proposed Version	
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)	Associated Program	Liberal Arts (Business and Computer Information Systems Emphasis) (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)	Associated Program	Liberal Arts (Science, Math and Engineering Emphasis)
		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 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	4	4
	Lecture Hours - Out of Class	8	8

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	162	162
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66

Changed	Field	Current Version	Proposed Version
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	4.5	4.5
	Total Credit Units - Maximum Credit Units	4.5	4.5

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

Changed	Field	Current Version	Proposed Version
	Total Lecture Hours per Term	144	144
	Total Laboratory Hours per Term	18	18
	Total Contact Hours per Term	-	0
	Total Credit Units	4.5	4.5
	Minimum Credit Units	4.5	4.5
	Maximum Credit Units	4.5	4.5

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion and problem solving performed in class Other: Lab Exercises Discussion of assigned readings	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion and problem solving performed in class Other: Lab Exercises Discussion of assigned readings

Changed	Field	Current Version	Proposed Version
	Assignments	1. Reading from text 2. Documenting, coding, testing and debugging six to ten programs guided with clearly documented design.	1. PL/SQL Fundamentals and Anonymous Blocks. Task: Write an anonymous PL/SQL block that declares variables of multiple data types, initializes values, performs calculations using expressions and operators, and outputs results using DBMS_OUTPUT. Include comments explaining the purpose of each section of the PL/SQL block. 2. Control Flow and Program Logic. Task: Create a PL/SQL program that uses IF–THEN–ELSE, CASE statements, and at least two different loop structures to implement decision-making logic. Demonstrate multiple execution paths and clearly document how control structures guide program flow. 3. Working with Records and Collections. Task: Design a PL/SQL program that defines a user-created record and an INDEX BY table. Populate the collection with multiple records and iterate through the data to display formatted output. Include one example using the %ROWTYPE attribute. 4. Integrating SQL and Transaction Control. Task: Write a PL/SQL block that performs SELECT INTO, INSERT, UPDATE, and DELETE operations on database tables. Use transaction control statements (COMMIT, ROLLBACK, and SAVEPOINT) to demonstrate controlled data changes and recovery. 5. Cursor-Based Data Processing. Task: Create a PL/SQL program that processes multi-row query results using explicit cursors. Implement a cursor FOR loop and demonstrate the use of NO_DATA_FOUND and cursor attributes such as %NOTFOUND. Include a brief explanation of when cursors are required. 6. Exception Handling and Error Management. Task: Develop a PL/SQL program that handles predefined and user-defined exceptions. Use RAISE, RAISE_APPLICATION_ERROR, and the EXCEPTION_INIT pragma to manage runtime errors. Document how exception propagation works in your program. 7. Procedures, Functions, and Packages. Task: Create one stored procedure, one stored function, and a package that groups related functionality. Invoke the

Changed	Field	Current Version	Proposed Version
			procedure and function from a PL/SQL block, and demonstrate using the function within a SQL statement where appropriate. 8. Triggers and Advanced PL/SQL Concepts. Task: Implement a database trigger that enforces a business rule or performs auditing during data changes. Explain the trigger type used and describe how mutating table issues can occur and be avoided. Conclude with a short reflection on advanced PL/SQL features such as bulk processing or autonomous transactions.
!	Methods of Evaluation	Methods of Evaluation Methods of Evaluation - One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Final examination requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Evaluation of programming assignments, based on correctness, documentation, code quality, and test plan executions.	Methods of Evaluation Methods of Evaluation - One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Final examination requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Evaluation of programming assignments, based on correctness, documentation, code quality, and test plan executions.
!	Essential Student Materials/Essential College Facilities	Essential Student Materials: - None. Essential College Facilities: - Computer lab equipped with an development environment tool supporting PL/SQL development	Essential Student Materials: - None Essential College Facilities: - Computer lab equipped with an development environment tool supporting PL/SQL development

Changed	Field	Current Version	Proposed Version																				
❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>Oracle PL/SQL by Example (The Oracle Press Database and Data Science)</td></tr><tr><td>Author</td><td>Benjamin Rosenzweig and Elena Rakhimov</td></tr><tr><td>Publisher</td><td>Oracle Press</td></tr><tr><td>Date/Edition</td><td>May 21, 2023 - 6th edition</td></tr><tr><td>ISBN</td><td>ISBN-13 : 978-0138062835</td></tr></table>	Title	Oracle PL/SQL by Example (The Oracle Press Database and Data Science)	Author	Benjamin Rosenzweig and Elena Rakhimov	Publisher	Oracle Press	Date/Edition	May 21, 2023 - 6th edition	ISBN	ISBN-13 : 978-0138062835	<table><tr><td>Title</td><td>Oracle PL/SQL by Example (The Oracle Press Database and Data Science)</td></tr><tr><td>Author</td><td>Benjamin Rosenzweig and Elena Rakhimov</td></tr><tr><td>Publisher</td><td>Oracle Press</td></tr><tr><td>Date/Edition</td><td>May 21, 2023 - 6th edition</td></tr><tr><td>ISBN</td><td>ISBN-13 : 978-0138062835</td></tr></table>	Title	Oracle PL/SQL by Example (The Oracle Press Database and Data Science)	Author	Benjamin Rosenzweig and Elena Rakhimov	Publisher	Oracle Press	Date/Edition	May 21, 2023 - 6th edition	ISBN	ISBN-13 : 978-0138062835
		Title	Oracle PL/SQL by Example (The Oracle Press Database and Data Science)																				
		Author	Benjamin Rosenzweig and Elena Rakhimov																				
		Publisher	Oracle Press																				
		Date/Edition	May 21, 2023 - 6th edition																				
		ISBN	ISBN-13 : 978-0138062835																				
		Title	Oracle PL/SQL by Example (The Oracle Press Database and Data Science)																				
		Author	Benjamin Rosenzweig and Elena Rakhimov																				
		Publisher	Oracle Press																				
		Date/Edition	May 21, 2023 - 6th edition																				
ISBN	ISBN-13 : 978-0138062835																						
	<table><tr><td>Title</td><td>Oracle PL/SQL Programming: Covers Versions Through Oracle Database 12c</td></tr><tr><td>Author</td><td>Steven Feuerstein, Bill Pribyl</td></tr><tr><td>Publisher</td><td>O'Reilly Media</td></tr><tr><td>Date/Edition</td><td>6th Edition</td></tr><tr><td>ISBN</td><td>1449324452</td></tr></table>	Title	Oracle PL/SQL Programming: Covers Versions Through Oracle Database 12c	Author	Steven Feuerstein, Bill Pribyl	Publisher	O'Reilly Media	Date/Edition	6th Edition	ISBN	1449324452												
Title	Oracle PL/SQL Programming: Covers Versions Through Oracle Database 12c																						
Author	Steven Feuerstein, Bill Pribyl																						
Publisher	O'Reilly Media																						
Date/Edition	6th Edition																						
ISBN	1449324452																						

!

Suggested Reading List

Reading List

Oracle PL/SQL Programming: Covers Versions Through Oracle Database 12c, 6th edition, Steven Feuerstein, Bill Pribyl, 2014

May include, but are not limited to

No value

No value

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Interpret the features of PL/SQL with a general understanding of where and how this language can be used. - Use development and execution environments - Describe the basics of PL/SQL. - Use expressions and operators - Use PL/SQL control structures - Use PL/SQL records - Use SQL within PL/SQL - Describe different built-in SQL Functions and how, where they can be used - Define different Cursor types and how they can be used in PL/SQL - Implement error handling in PL/SQL code - Declare and use Collections and Collection Method - Create Procedures, Functions and Packages - Describe different types of database triggers and how they should be used - Use the advanced features of PL/SQL	- Interpret the features of PL/SQL with a general understanding of where and how this language can be used - Use development and execution environments - Describe the basics of PL/SQL - Use expressions and operators - Use PL/SQL control structures - Use PL/SQL records - Use SQL within PL/SQL - Describe different built-in SQL Functions and how, where they can be used - Define different Cursor types and how they can be used in PL/SQL - Implement error handling in PL/SQL code - Declare and use Collections and Collection Method - Create Procedures, Functions and Packages - Describe different types of database triggers and how they should be used - Use the advanced features of PL/SQL

CSLOs

CSLOs Design solutions for introductory level problems using appropriate design methodology incorporating procedural database constructs.

Expected SLO Performance 0.0

CSLOs Design solutions for introductory level problems using appropriate design methodology incorporating procedural database constructs.

Expected SLO Performance 0.0

CSLOs Create algorithms, code, document, debug, and test introductory level PL/SQL programs.

Expected SLO Performance 0.0

CSLOs Create algorithms, code, document, debug, and test introductory level PL/SQL programs.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Interpret the features of PL/SQL with a general understanding of where and how this language can be used. 1. Describe the purpose of PL/SQL 2. Explain the benefits of PL/SQL 3. Describe the use of PL/SQL for the developer as well as the DBA 2. Use development and execution environments 1. Application Models and PL/SQL 2. PL/SQL Development Tools 3. Describe the basics of PL/SQL. 1. The PL/SQL Block 2. Lexical Units 1. Identifiers 2. Delimiters 3. Literals 4. Comments 3. Variable Declarations 1. Declarations Syntax 2. Variable Initialization 4. PL/SQL Types 4. Use expressions and operators 1. Describe the significance of the executable section 2. Use identifiers correctly 3. Write statements in the executable section 5. Use PL/SQL control structures 1. If-Then-Else 2. Case 3. Loops 4. Gotos and Labels 5. Pragmas 6. Use PL/SQL records 1. Create user-defined PL/SQL records 2. Create a record with the %ROWTYPE attribute 3. Create an INDEX BY table 4. Create an INDEX BY table of records 7. Use SQL within PL/SQL 1. DML in PL/SQL 2. Pseudocolumns 3. GRANT, REVOKE, and Privileges 4. Transaction Control 8. Describe different built-in SQL Functions and how, where they can be used 1. Character Functions Returning Character Values 2. Character Functions Returning Numeric Values 3. NLS Functions 4. Data and Date time Functions 5. Conversion Functions 6. Aggregate and Analytic Functions 7. Other Functions	1. Interpret the features of PL/SQL with a general understanding of where and how this language can be used 1. Describe the purpose of PL/SQL 2. Explain the benefits of PL/SQL 3. Describe the use of PL/SQL for the developer as well as the DBA 2. Use development and execution environments 1. Application Models and PL/SQL 2. PL/SQL Development Tools 3. Describe the basics of PL/SQL 1. The PL/SQL Block 2. Lexical Units 1. Identifiers 2. Delimiters 3. Literals 4. Comments 3. Variable Declarations 1. Declarations Syntax 2. Variable Initialization 4. PL/SQL Types 4. Use expressions and operators 1. Describe the significance of the executable section 2. Use identifiers correctly 3. Write statements in the executable section 5. Use PL/SQL control structures 1. If-Then-Else 2. Case 3. Loops 4. Gotos and Labels 5. Pragmas 6. Use PL/SQL records 1. Create user-defined PL/SQL records 2. Create a record with the %ROWTYPE attribute 3. Create an INDEX BY table 4. Create an INDEX BY table of records 7. Use SQL within PL/SQL 1. DML in PL/SQL 2. Pseudocolumns 3. GRANT, REVOKE, and Privileges 4. Transaction Control 8. Describe different built-in SQL Functions and how, where they can be used 1. Character Functions Returning Character Values 2. Character Functions Returning Numeric Values 3. NLS Functions 4. Data and Date time Functions 5. Conversion Functions 6. Aggregate and Analytic Functions 7. Other Functions

Changed	Field	Current Version	Proposed Version
		9. Define different Cursor types and how they can be used in PL/SQL 1. What is a Cursor? 2. Processing Explicit Cursors 3. Processing Implicit Cursors 4. Cursors Fetch Loops 1. Simple Loops 2. While Loops 3. Cursor for Loops 4. NO_DATA_FOUND versus %NOTFOUND 5. SELECT FOR UPDATE Cursors 5. Cursor variable 10. Implement error handling in PL/SQL code 1. What is an Exception? 1. Declaring Exceptions 2. Raising Exceptions 3. Handling Exceptions 4. The EXCEPTION_INIT Pragma 5. Using RAISE_APPLICATION_ERRORS 2. Exception Propagation 3. Exception Guidelines 11. Declare and use Collections and Collection Method 1. Collections in the Database 2. Collection Methods 12. Create Procedures, Functions and Packages 1. Describe the usage of procedure or a function 2. Creating functions and procedures 3. Invoking functions and procedures 4. Removing a procedure or a function 5. Creating, editing and removing packages 13. Describe different types of database triggers and how they should be used 1. Subprogram Locations 2. Considerations of Stored Subprograms and Packages 3. Using Stored Functions in SQL Statements 4. Pinning in the Shared Pool 14. Use the advanced features of PL/SQL 1. Types of Triggers 2. Creating Triggers 3. Mutating Tables 4. Language Features 5. Advanced Packages	9. Define different Cursor types and how they can be used in PL/SQL 1. What is a Cursor? 2. Processing Explicit Cursors 3. Processing Implicit Cursors 4. Cursors Fetch Loops 1. Simple Loops 2. While Loops 3. Cursor for Loops 4. NO_DATA_FOUND versus %NOTFOUND 5. SELECT FOR UPDATE Cursors 5. Cursor variable 10. Implement error handling in PL/SQL code 1. What is an Exception? 1. Declaring Exceptions 2. Raising Exceptions 3. Handling Exceptions 4. The EXCEPTION_INIT Pragma 5. Using RAISE_APPLICATION_ERRORS 2. Exception Propagation 3. Exception Guidelines 11. Declare and use Collections and Collection Method 1. Collections in the Database 2. Collection Methods 12. Create Procedures, Functions and Packages 1. Describe the usage of procedure or a function 2. Creating functions and procedures 3. Invoking functions and procedures 4. Removing a procedure or a function 5. Creating, editing and removing packages 13. Describe different types of database triggers and how they should be used 1. Subprogram Locations 2. Considerations of Stored Subprograms and Packages 3. Using Stored Functions in SQL Statements 4. Pinning in the Shared Pool 14. Use the advanced features of PL/SQL 1. Types of Triggers 2. Creating Triggers 3. Mutating Tables 4. Language Features 5. Advanced Packages
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Debug code and output results of execution. 2. Write and/or debug code implementing expressions and operators. 3. Write and/or debug code implementing control structures. 4. Write and/or debug code implementing records 5. Write and/or debug code implementing functions and methods. 6. Write and/or debug code implementing error handling. 7. Write and/or debug code implementing Collections. 8. Write and/or debug code implementing Packages and Triggers.	1. Debug code and output results of execution. 2. Write and/or debug code implementing expressions and operators. 3. Write and/or debug code implementing control structures. 4. Write and/or debug code implementing records 5. Write and/or debug code implementing functions and methods. 6. Write and/or debug code implementing error handling. 7. Write and/or debug code implementing Collections. 8. Write and/or debug code implementing Packages and Triggers.

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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:	CIS D064B	CIS D064B
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

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

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

Interpret the features of PL/SQL with a general understanding of where and how this language can be used. Use development and execution environments



Objective 2: Develop analytical ideas and topics for essays.

No Value

Describe the basics of PL/SQL.



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

No Value

Use expressions and operators



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

No Value

Use PL/SQL control structures Use PL/SQL records Use SQL within PL/SQL

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Describe different built-in SQL Functions and how, where they can be used Define different Cursor types and how they can be used in PL/SQL
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Implement error handling in PL/SQL code
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Declare and use Collections and Collection Method Create Procedures, Functions and Packages
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Describe different types of database triggers and how they should be used
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Use the advanced features of PL/SQL

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version

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

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

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

E-Matrix Form

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

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: 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

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	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

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	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)	CIS 064C	CIS 064C
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	05/28/2019	No Value
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - Updated textbook appr. 12/5/23 (effect. F24).-mkct - CCN requisite changes appr. 9/23/24 (effect. F25). -mc	- Requisite change appr. 1/17/23 (effect. F23).-cc - Updated textbook appr. 12/5/23 (effect. F24).-mkct - CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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 or Initiator's Response
			1/10/2026	Basics	Justification	Required	Change to "PL/SQL is a natural extension of Structured Query Language enabling procedural constructs implementation in a database. Such implementation makes for faster database access and hence the popularity among organizations developing enterprise applications. This CTE course is transferable to all CSUs. This course belongs on the Database Design for Developers Certificate of Achievement."	Y
			1/10/2026	Basics	Justification	Required	For DEI initiative there should be representative descriptions of assignments faculty may use.	Y

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			02/07/2026	Basic Course Information	DEI Review	Suggested	Consider small additions to the statement that underscore that the course provides multiple means of engagement, expression, and representation in line with best practices from Universal Design for Learning.	Y

Changed	Questions	Current Version	Proposed Version
			Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost
			Added \$39.95 text options. from
02/07/2026	Specifications	Examples of Primary Texts and References	Required Textbooks are O'Reilly. No considered ZTC or OER low cost at De text Anza if they available. are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.

Changed	Questions	Current Version	Proposed Version
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse Y - DEI authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.
		02/07/2026	Specifications Examples of Primary Texts and References Suggested authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.

Changed	Questions	Current Version	Proposed Version
			Thanks for this detailed list of assignments. Do any of these assignments provide students with choices in how they demonstrate proficiency and encourage students to connect course content to their own life, background, and experiences, and/or provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? This may be covered in assignments G and H. If yes, please let me know in the initiator response box and consider noting these components for the appropriate assignments. If not appropriate, please disregard.
		02/07/2026	SpecificationsAssignmentsSuggested

Not appropriate from technical lens.

Changed	Questions	Current Version	Proposed Version		
			02/07/2026	Specifications Methods of Evaluation	Suggested Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please let me know in the initiator response box and then disregard suggested edit. If appropriate, consider revising outline to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, please let me know in the initiator response box and disregard.
			02/07/2026	Outline Course Outline	Suggested Not appropriate from technical lens. Not appropriate from technical sociopolitical content.
	Stage 4: Articulation Officer	No Value	No Value		
	Stage 5: De Anza General Education	No Value	No Value		
	Stage 6: Content Review Matrix Liaison	No Value	No Value		
	Stage 7: Dean of Online Learning	No Value	No Value		
	Stage 8: SLO Coordinator	No Value	No Value		

Changed	Questions	Current Version	Proposed Version
	Stage 10: 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	CISD064C
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Dec 5, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000034330

Articulation

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

De Anza College

Change Report

03/03/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
Specifications	Examples of Primary Texts and References
Learning Outcomes	Course Objectives
Req/Adv	Advisory(ies) - Other:
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Mi Chang	Sukhjot Singh
	Course ID (CB01A and CB01B)	CISD364C	CISD364C
	Course Control Number	No value	
	Course Title (CB02)	Introduction to PL/SQL	Introduction to PL/SQL
	Short Course Title	INTRO TO PL/SQL	INTRO TO PL/SQL
	TOP Code (CB03)	0707.20	0707.20 *Database Design and Administration

Changed	Field	Current Version	Proposed Version
	CIP Code	Data Modeling/Warehousing and Database Administration.	11.0802 Data Modeling/Warehousing and Database Administration.
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	Course Description	This course covers Oracle PL/SQL features including data definition and data manipulation using expressions, control structures, and Oracle objects. Error handling, predefined packages, triggers, transactions, and advanced PL/SQL features are also covered.	Discover the full power of Oracle PL/SQL as you learn to build robust, efficient, and secure database applications. This course covers data definition, data manipulation, control structures, Oracle objects, error handling, packages, triggers, transactions, and advanced PL/SQL features. Instruction incorporates demonstrations, guided practice, collaborative activities, and applied projects to support diverse learning styles and levels of experience. Students demonstrate learning through hands-on coding, problem-solving exercises, and real-world database scenarios.
	Course Type (CB27)	Lower Division	Lower Division
	Mode of Delivery	- Online - Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	Computer Science	Computer Science
	Discipline 3	No value	No value
	FSA	FHDA FSA - CIS	FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version

	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version

	Course Justification	This is a noncredit enhanced CTE course. PL/SQL is a natural extension of Structured Query Language enabling procedural constructs implementation in a database. Such implementation makes for faster database access and hence the popularity among organizations developing enterprise applications. This course is transferable to all CSUs. This course belongs on the Database Design for Developers Certificate of Completion.	This is a noncredit enhanced CTE course. PL/SQL is a natural extension of Structured Query Language enabling procedural constructs implementation in a database. Such implementation makes for faster database access and hence the popularity among organizations developing enterprise applications. This course is transferable to all CSUs. This course belongs on the Database Design for Developers Certificate of Completion.

Stand-Alone Statement

Changed	Field	Current Version	Proposed Version

	Stand-Alone Statement	No value	

Course Philosophy

Changed	Field	Current Version	Proposed Version

	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version

	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is designed to create an inclusive and equitable learning environment where all students—regardless of background, prior experience, identity, or learning style—can succeed in mastering Oracle PL/SQL. Course materials, assignments, and examples intentionally reflect diverse industries, communities, and real-world applications to ensure relevance and representation. Instruction prioritizes accessibility by providing multiple ways to engage with content, practice skills, and demonstrate understanding, while assessment methods are structured to recognize different strengths and learning pathways. Collaboration, respect, and cultural awareness are central to our classroom community, and every student is supported in developing confidence, voice, and belonging as a future data professional and problem-solver. Primary texts and reference materials use accessible and inclusive language, clearly define technical terminology, and provide varied examples that support diverse learning backgrounds. Materials reflect current industry standards and incorporate multiple perspectives relevant to today's database and software development environments.</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

Changed	Field	Current Version	Proposed Version
	Repeat Limit	99	99
	Grade Options	- Letter Grade - Pass/No Pass	- Letter Grade - 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	<table><tr><td>Associated Program</td><td>Database Science Practitioner</td></tr><tr><td>Award Type</td><td>Certificate of Completion</td></tr></table>	Associated Program	Database Science Practitioner	Award Type	Certificate of Completion	<table><tr><td>Associated Program</td><td>Database Science Practitioner</td></tr><tr><td>Award Type</td><td>Certificate of Completion</td></tr></table>	Associated Program	Database Science Practitioner	Award Type	Certificate of Completion
Associated Program		Database Science Practitioner									
Award Type	Certificate of Completion										
Associated Program	Database Science Practitioner										
Award Type	Certificate of Completion										

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

Course Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36
	Total Student Learning Hours	66	66
	Lecture Hours - Course In-Class (Contact) per Term	48	48

Changed	Field	Current Version	Proposed Version
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	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	Workforce Preparation Enhanced Funding.	Workforce Preparation Enhanced Funding.

Changed	Field	Current Version	Proposed Version
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Workforce Preparation.	Workforce Preparation.
	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	48	48
	Total Laboratory Hours per Term	18	18
	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 Other: Lab Exercises Discussion of assigned readings	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion and problem solving performed in class Other: Lab Exercises Discussion of assigned readings

Changed	Field	Current Version	Proposed Version
	Assignments	1. Reading from text 2. Documenting, coding, testing and debugging six to ten programs guided with clearly documented design.	1. PL/SQL Fundamentals and Anonymous Blocks. Task: Write an anonymous PL/SQL block that declares variables of multiple data types, initializes values, performs calculations using expressions and operators, and outputs results using DBMS_OUTPUT. Include comments explaining the purpose of each section of the PL/SQL block. 2. Control Flow and Program Logic. Task: Create a PL/SQL program that uses IF–THEN–ELSE, CASE statements, and at least two different loop structures to implement decision-making logic. Demonstrate multiple execution paths and clearly document how control structures guide program flow. 3. Working with Records and Collections. Task: Design a PL/SQL program that defines a user-created record and an INDEX BY table. Populate the collection with multiple records and iterate through the data to display formatted output. Include one example using the %ROWTYPE attribute. 4. Integrating SQL and Transaction Control. Task: Write a PL/SQL block that performs SELECT INTO, INSERT, UPDATE, and DELETE operations on database tables. Use transaction control statements (COMMIT, ROLLBACK, and SAVEPOINT) to demonstrate controlled data changes and recovery. 5. Cursor-Based Data Processing. Task: Create a PL/SQL program that processes multi-row query results using explicit cursors. Implement a cursor FOR loop and demonstrate the use of NO_DATA_FOUND and cursor attributes such as %NOTFOUND. Include a brief explanation of when cursors are required. 6. Exception Handling and Error Management. Task: Develop a PL/SQL program that handles predefined and user-defined exceptions. Use RAISE, RAISE_APPLICATION_ERROR, and the EXCEPTION_INIT pragma to manage runtime errors. Document how exception propagation works in your program. 7. Procedures, Functions, and Packages. Task: Create one stored procedure, one stored function, and a package that groups related functionality. Invoke the

Changed	Field	Current Version	Proposed Version								
			procedure and function from a PL/SQL block, and demonstrate using the function within a SQL statement where appropriate. 8. Triggers and Advanced PL/SQL Concepts. Task: Implement a database trigger that enforces a business rule or performs auditing during data changes. Explain the trigger type used and describe how mutating table issues can occur and be avoided. Conclude with a short reflection on advanced PL/SQL features such as bulk processing or autonomous transactions.								
	Methods of Evaluation	<table><tr><th>Methods of Evaluation</th><th>Methods of Evaluation</th></tr><tr><td>Methods of Evaluation</td><td> - One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Final examination requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Evaluation of programming assignments, based on correctness, documentation, code quality, and test plan executions. </td></tr></table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	- One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Final examination requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Evaluation of programming assignments, based on correctness, documentation, code quality, and test plan executions.	<table><tr><th>Methods of Evaluation</th><th>Methods of Evaluation</th></tr><tr><td>Methods of Evaluation</td><td> - One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Final examination requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Evaluation of programming assignments, based on correctness, documentation, code quality, and test plan executions. </td></tr></table>	Methods of Evaluation	Methods of Evaluation	Methods of Evaluation	- One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Final examination requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Evaluation of programming assignments, based on correctness, documentation, code quality, and test plan executions.
Methods of Evaluation	Methods of Evaluation										
Methods of Evaluation	- One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Final examination requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Evaluation of programming assignments, based on correctness, documentation, code quality, and test plan executions.										
Methods of Evaluation	Methods of Evaluation										
Methods of Evaluation	- One or two midterm examinations requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Final examination requiring students to write code applying topics covered in the lectures and reading and evaluated on correctness, documentation, and code quality. - Evaluation of programming assignments, based on correctness, documentation, code quality, and test plan executions.										
	Essential Student Materials/Essential College Facilities	Essential Student Materials: - None Essential College Facilities: - Computer lab equipped with an development environment tool supporting PL/SQL development	Essential Student Materials: - None Essential College Facilities: - Computer lab equipped with an development environment tool supporting PL/SQL development								

Changed	Field	Current Version	Proposed Version																				
❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>Oracle PL/SQL by Example (The Oracle Press Database and Data Science)</td></tr><tr><td>Author</td><td>Benjamin Rosenzweig and Elena Rakhimov</td></tr><tr><td>Publisher</td><td>Oracle Press</td></tr><tr><td>Date/Edition</td><td>May 21, 2023 - 6th edition</td></tr><tr><td>ISBN</td><td>ISBN-13 : 978-0138062835</td></tr></table>	Title	Oracle PL/SQL by Example (The Oracle Press Database and Data Science)	Author	Benjamin Rosenzweig and Elena Rakhimov	Publisher	Oracle Press	Date/Edition	May 21, 2023 - 6th edition	ISBN	ISBN-13 : 978-0138062835	<table><tr><td>Title</td><td>Oracle PL/SQL by Example (The Oracle Press Database and Data Science)</td></tr><tr><td>Author</td><td>Benjamin Rosenzweig and Elena Rakhimov</td></tr><tr><td>Publisher</td><td>Oracle Press</td></tr><tr><td>Date/Edition</td><td>May 21, 2023 - 6th edition</td></tr><tr><td>ISBN</td><td>ISBN-13 : 978-0138062835</td></tr></table>	Title	Oracle PL/SQL by Example (The Oracle Press Database and Data Science)	Author	Benjamin Rosenzweig and Elena Rakhimov	Publisher	Oracle Press	Date/Edition	May 21, 2023 - 6th edition	ISBN	ISBN-13 : 978-0138062835
		Title	Oracle PL/SQL by Example (The Oracle Press Database and Data Science)																				
		Author	Benjamin Rosenzweig and Elena Rakhimov																				
		Publisher	Oracle Press																				
		Date/Edition	May 21, 2023 - 6th edition																				
		ISBN	ISBN-13 : 978-0138062835																				
		Title	Oracle PL/SQL by Example (The Oracle Press Database and Data Science)																				
		Author	Benjamin Rosenzweig and Elena Rakhimov																				
		Publisher	Oracle Press																				
		Date/Edition	May 21, 2023 - 6th edition																				
ISBN	ISBN-13 : 978-0138062835																						
		<table><tr><td>Title</td><td>Oracle PL/SQL Programming: Covers Versions Through Oracle Database 12c</td></tr><tr><td>Author</td><td>Steven Feuerstein, Bill Pribyl</td></tr><tr><td>Publisher</td><td>O'Reilly Media</td></tr><tr><td>Date/Edition</td><td>6th Edition</td></tr><tr><td>ISBN</td><td>1449324452</td></tr></table>	Title	Oracle PL/SQL Programming: Covers Versions Through Oracle Database 12c	Author	Steven Feuerstein, Bill Pribyl	Publisher	O'Reilly Media	Date/Edition	6th Edition	ISBN	1449324452											
Title	Oracle PL/SQL Programming: Covers Versions Through Oracle Database 12c																						
Author	Steven Feuerstein, Bill Pribyl																						
Publisher	O'Reilly Media																						
Date/Edition	6th Edition																						
ISBN	1449324452																						

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Interpret the features of PL/SQL with a general understanding of where and how this language can be used. - Use development and execution environments - Describe the basics of PL/SQL. - Use expressions and operators - Use PL/SQL control structures - Use PL/SQL records - Use SQL within PL/SQL - Describe different built-in SQL Functions and how, where they can be used - Define different Cursor types and how they can be used in PL/SQL - Implement error handling in PL/SQL code - Declare and use Collections and Collection Method - Create Procedures, Functions and Packages - Describe different types of database triggers and how they should be used - Use the advanced features of PL/SQL	- Interpret the features of PL/SQL with a general understanding of where and how this language can be used - Use development and execution environments - Describe the basics of PL/SQL - Use expressions and operators - Use PL/SQL control structures - Use PL/SQL records - Use SQL within PL/SQL - Describe different built-in SQL Functions and how, where they can be used - Define different Cursor types and how they can be used in PL/SQL - Implement error handling in PL/SQL code - Declare and use Collections and Collection Method - Create Procedures, Functions and Packages - Describe different types of database triggers and how they should be used - Use the advanced features of PL/SQL

CSLOs

CSLOs Design solutions for introductory level problems using appropriate design methodology incorporating procedural database constructs.

Expected SLO Performance 0.0

CSLOs Design solutions for introductory level problems using appropriate design methodology incorporating procedural database constructs.

Expected SLO Performance 0.0

CSLOs Create algorithms, code, document, debug, and test introductory level PL/SQL programs.

Expected SLO Performance 0.0

CSLOs Create algorithms, code, document, debug, and test introductory level PL/SQL programs.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	- Interpret the features of PL/SQL with a general understanding of where and how this language can be used. - Describe the purpose of PL/SQL - Explain the benefits of PL/SQL - Describe the use of PL/SQL for the developer as well as the DBA - Use development and execution environments - Application Models and PL/SQL - PL/SQL Development Tools - Describe the basics of PL/SQL. - The PL/SQL Block - Lexical Units - Identifiers - Delimiters - Literals - Comments - Variable Declarations - Declarations Syntax - Variable Initialization - PL/SQL Types - Use expressions and operators - Describe the significance of the executable section - Use identifiers correctly - Write statements in the executable section - Use PL/SQL control structures - If-Then-Else - Case - Loops - Gotos and Labels - Pragmas - Use PL/SQL records - Create user-defined PL/SQL records - Create a record with the %ROWTYPE attribute - Create an INDEX BY table - Create an INDEX BY table of records - Use SQL within PL/SQL - DML in PL/SQL - Pseudocolumns - GRANT, REVOKE, and Privileges - Transaction Control - Describe different built-in SQL Functions and how, where they can be used - Character Functions Returning Character Values - Character Functions Returning Numeric Values - NLS Functions - Data and Date time Functions - Conversion Functions - Aggregate and Analytic Functions - Other Functions	- Interpret the features of PL/SQL with a general understanding of where and how this language can be used - Describe the purpose of PL/SQL - Explain the benefits of PL/SQL - Describe the use of PL/SQL for the developer as well as the DBA - Use development and execution environments - Application Models and PL/SQL - PL/SQL Development Tools - Describe the basics of PL/SQL - The PL/SQL Block - Lexical Units - Identifiers - Delimiters - Literals - Comments - Variable Declarations - Declarations Syntax - Variable Initialization - PL/SQL Types - Use expressions and operators - Describe the significance of the executable section - Use identifiers correctly - Write statements in the executable section - Use PL/SQL control structures - If-Then-Else - Case - Loops - Gotos and Labels - Pragmas - Use PL/SQL records - Create user-defined PL/SQL records - Create a record with the %ROWTYPE attribute - Create an INDEX BY table - Create an INDEX BY table of records - Use SQL within PL/SQL - DML in PL/SQL - Pseudocolumns - GRANT, REVOKE, and Privileges - Transaction Control - Describe different built-in SQL Functions and how, where they can be used - Character Functions Returning Character Values - Character Functions Returning Numeric Values - NLS Functions - Data and Date time Functions - Conversion Functions - Aggregate and Analytic Functions - Other Functions

Changed	Field	Current Version	Proposed Version
		9. Define different Cursor types and how they can be used in PL/SQL 1. What is a Cursor? 2. Processing Explicit Cursors 3. Processing Implicit Cursors 4. Cursors Fetch Loops 1. Simple Loops 2. While Loops 3. Cursor for Loops 4. NO_DATA_FOUND versus %NOTFOUND 5. SELECT FOR UPDATE Cursors 5. Cursor variable 10. Implement error handling in PL/SQL code 1. What is an Exception? 1. Declaring Exceptions 2. Raising Exceptions 3. Handling Exceptions 4. The EXCEPTION_INIT Pragma 5. Using RAISE_APPLICATION_ERRORS 2. Exception Propagation 3. Exception Guidelines 11. Declare and use Collections and Collection Method 1. Collections in the Database 2. Collection Methods 12. Create Procedures, Functions and Packages 1. Describe the usage of procedure or a function 2. Creating functions and procedures 3. Invoking functions and procedures 4. Removing a procedure or a function 5. Creating, editing and removing packages 13. Describe different types of database triggers and how they should be used 1. Subprogram Locations 2. Considerations of Stored Subprograms and Packages 3. Using Stored Functions in SQL Statements 4. Pinning in the Shared Pool 14. Use the advanced features of PL/SQL 1. Types of Triggers 2. Creating Triggers 3. Mutating Tables 4. Language Features 5. Advanced Packages	9. Define different Cursor types and how they can be used in PL/SQL 1. What is a Cursor? 2. Processing Explicit Cursors 3. Processing Implicit Cursors 4. Cursors Fetch Loops 1. Simple Loops 2. While Loops 3. Cursor for Loops 4. NO_DATA_FOUND versus %NOTFOUND 5. SELECT FOR UPDATE Cursors 5. Cursor variable 10. Implement error handling in PL/SQL code 1. What is an Exception? 1. Declaring Exceptions 2. Raising Exceptions 3. Handling Exceptions 4. The EXCEPTION_INIT Pragma 5. Using RAISE_APPLICATION_ERRORS 2. Exception Propagation 3. Exception Guidelines 11. Declare and use Collections and Collection Method 1. Collections in the Database 2. Collection Methods 12. Create Procedures, Functions and Packages 1. Describe the usage of procedure or a function 2. Creating functions and procedures 3. Invoking functions and procedures 4. Removing a procedure or a function 5. Creating, editing and removing packages 13. Describe different types of database triggers and how they should be used 1. Subprogram Locations 2. Considerations of Stored Subprograms and Packages 3. Using Stored Functions in SQL Statements 4. Pinning in the Shared Pool 14. Use the advanced features of PL/SQL 1. Types of Triggers 2. Creating Triggers 3. Mutating Tables 4. Language Features 5. Advanced Packages
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Debug code and output results of execution. 2. Write and/or debug code implementing expressions and operators. 3. Write and/or debug code implementing control structures. 4. Write and/or debug code implementing records 5. Write and/or debug code implementing functions and methods. 6. Write and/or debug code implementing error handling. 7. Write and/or debug code implementing Collections. 8. Write and/or debug code implementing Packages and Triggers.	1. Debug code and output results of execution. 2. Write and/or debug code implementing expressions and operators. 3. Write and/or debug code implementing control structures. 4. Write and/or debug code implementing records 5. Write and/or debug code implementing functions and methods. 6. Write and/or debug code implementing error handling. 7. Write and/or debug code implementing Collections. 8. Write and/or debug code implementing Packages and Triggers.

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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:	CIS D064B or D364B	CIS D064B or CIS D364B
	Limitation(s) on Enrollment:	No Value	No Value
	Limitation(s) on Enrollment - Other:	No Value	No Value
	Entrance Skills(s):	No Value	No Value
	Entrance Skill(s) - Other:	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	General Course Statement(s):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE 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.

Interpret the features of PL/SQL with a general understanding of where and how this language can be used. Use development and execution environments

Interpret the features of PL/SQL with a general understanding of where and how this language can be used. Use development and execution environments

Objective 2: Develop analytical ideas and topics for essays.

Describe the basics of PL/SQL.

Describe the basics of PL/SQL.

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

Use expressions and operators

Use expressions and operators

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

Use PL/SQL control structures Use PL/SQL records Use SQL within PL/SQL

Use PL/SQL control structures Use PL/SQL records Use SQL within PL/SQL

Changed	Questions	Current Version	Proposed Version
	Objective 5: Identify and practice writing for different audiences and purposes.	Describe different built-in SQL Functions and how, where they can be used Define different Cursor types and how they can be used in PL/SQL	Describe different built-in SQL Functions and how, where they can be used Define different Cursor types and how they can be used in PL/SQL
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	Implement error handling in PL/SQL code	Implement error handling in PL/SQL code
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	Declare and use Collections and Collection Method Create Procedures, Functions and Packages	Declare and use Collections and Collection Method Create Procedures, Functions and Packages
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	Describe different types of database triggers and how they should be used	Describe different types of database triggers and how they should be used
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	Use the advanced features of PL/SQL	Use the advanced features of PL/SQL

C-Matrix Form

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

Changed	Questions	Current Version	Proposed Version

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

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

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

No Value

No Value

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

No Value

No Value

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

No Value

No Value

Objective 3: Explore functions.

No Value

No Value

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

E-Matrix Form

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

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: 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

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	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

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	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)	CIS 364C	CIS 364C
	Course Status	New	New
	Course Characteristics	CTE Noncredit Enhanced	CTE Noncredit Enhanced
	Cross-Listed/Related Course Information	No Value	No Value
	Cross-Listed/Related Course ID's	No Value	No Value
!	DL Approval Date (MM/DD/YYYY)	10/24/2023	No Value

Changed	Questions	Current Version	Proposed Version
	Hybrid Approval Date (MM/DD/YYYY)	10/24/2023	No Value
	Curriculum Office Notes	CCN requisite changes appr. 9/23/24 (effect. F25). -mc	CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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 or Initiator's Response
			1/10/2026	Basics	Justification	Recommended	Suggest taking out "Such implementation makes for faster database access and hence the popularity among organizations developing enterprise applications." since I believe the justification is to be concise wording. N.B. that in CIS 64C these were strike through words but in the paste to eLumen the strike through disappears.	Y
			1/10/2026	Basics	Justification	Required	For DEI initiative there should be representative descriptions of assignments faculty may use.	Y

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 3: DEI	No Value					Consider small additions to the statement that underscore that the course provides multiple means of engagement, Y expression, and representation in line with best practices from Universal Design for Learning. Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	
			02/07/2026	Basic Course Information	DEI Review	Suggested		
			02/07/2026	Specifications	Examples of Primary Texts and References	Required	Added \$39.95 text from O'Reilly. No ZTC or OER text available.	

Changed	Questions	Current Version	Proposed Version
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this detailed list of assignments. Do any of these assignments provide students with choices in how they demonstrate proficiency and encourage students to connect course content to their own life, background, and experiences, and/or provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? This may be covered in assignments G and H. If yes, please let me know in the initiator response box and consider noting these components for the appropriate assignments. If not appropriate, please disregard.
		Examples of Primary Texts and References	Suggested
02/07/2026	Specifications		Y - DEI Statement updated.
02/07/2026	Specifications	Assignments	Suggested
			Not appropriate

Changed		Questions	Current Version		Proposed Version				
								Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please let me know in the initiator response box and then disregard suggested edit. If appropriate, consider revising outline to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. If not appropriate, please let me know in the initiator response box and disregard.	Not appropriate from technical lens.
	02/07/2026	Specifications	Methods of Evaluation	Suggested					
	02/07/2026	Outline	Course Outline	Suggested					ot appropriate from technical lens - no sociopolitical content.
!	Stage 4: Articulation Officer	No Value							Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit		
								Not an articulation issue, but I noticed that hte noncredit version of the course does not match the credited version in this section. This text is listed in the credit version, but is missing from the noncredit:	
	02/23/26	Specifications	Primary Texts	Required	Title			Oracle PL/SQL Programming: Covers Versions Through Oracle Database 12c Steven Feuerstein, Bill Pribyl O'Reilly Media 6th Edition 1449324452	Y
							Author		
							Publisher		
							Date/Edition		
							ISBN		

Changed	Questions	Current Version	Proposed Version
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: 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	CISD364C
	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, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	

Articulation

Changed	Field	Current Version

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

De Anza College

Change Report

03/03/2026

Summary of Changes

Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Mode of Delivery
Faculty Requirements	Discipline 1
Faculty Requirements	Discipline 2
Faculty Requirements	FSA
Specifications	Methods of Instruction
Specifications	Methods of Evaluation
Specifications	Essential Student Materials/Essential College Facilities
Specifications	Examples of Primary Texts and References
Specifications	Suggested Reading List
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.
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Mi Chang	• Sukhjit Singh
	Course ID (CB01A and CB01B)	CISD064G	CISD064G
	Course Control Number	CCC000615073	CCC000615073
	Course Title (CB02)	Data Visualization Methodology and Tools	Data Visualization Methodology and Tools
	Short Course Title	DATA VISUALIZ METHOD AND TOOLS	DATA VISUALIZ METHOD AND TOOLS

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0707.20	0707.20 Database Design and Administration
	CIP Code	Data Modeling/Warehousing and Database Administration	11.0802 Data Modeling/Warehousing and Database Administration
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	Course Description	This course is an introduction to the strategies and technologies used in business intelligence reporting and dashboards for making data-driven decisions.	Learn how to convert data into meaningful stories. This course covers essential business intelligence concepts, hands-on reporting techniques, and dashboard creation tools that empower you to analyze trends, monitor performance, and support strategic decision-making.
	Course Type (CB27)	Lower Division	Lower Division
!	Mode of Delivery	Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
!	Discipline 2	No value	Computer Science
	Discipline 3	No value	No value
!	FSA	No value	FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version

	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version

	Course Justification	This course is part of the Database Development Practitioner Certificate and is CSU transferable. With the ever-increasing deluge of data, organizations rely on nimble business intelligence reports and dashboards to make both strategic and operational decisions. Tools like Tableau, PowerBI, BIRT, Pentaho, etc. will be introduced which are used to rapidly deploy and update role-based dashboards.	This <u>CTE</u> course is part of the Database Development Practitioner Certificate, the <u>Applied Artificial Intelligence</u> Certificate of <u>Achievement – Advanced</u>, and the <u>Applied Artificial Intelligence Associate of Science (A.S.) Degree</u>, and is CSU transferable. ~~With the ever-increasing deluge-~~ <u>It addresses a student-identified need for applied, workforce-relevant skills through hands-on use of data, organizations rely on nimble business intelligence reports- modern tools and dashboards to make both strategic- industry-aligned workflows.</u> <u>The course is distinct from other offerings by emphasizing end-to-end application of concepts rather than introductory theory alone,</u> and operational decisions. Tools like Tableau, PowerBI, BIRT, Pentaho, etc. will be introduced which are used within the sequence, it builds on <u>foundational coursework</u> to rapidly ~~deploy-~~ <u>prepare students for advanced study_ and update role-based dashboards-</u> <u>professional practice.</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	No value	

CTE Course

Changed	Field	Current Version	Proposed Version

	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version

	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is designed to create an inclusive, equitable, and supportive learning environment where all students can thrive. Course materials, assignments, discussions, and examples are intentionally selected to reflect diverse perspectives, industries, and lived experiences. Students are encouraged to bring their own backgrounds and ways of knowing into our learning community. We recognize and value the multiple identities and abilities present in the classroom and are committed to providing accessible instruction, multiple ways to demonstrate learning, and respectful dialogue. Together, we will cultivate a space where every student feels welcomed, represented, and empowered to succeed. The course is further structured in alignment with Universal Design for Learning principles by providing multiple means of engagement, representation, and expression. Course materials use accessible language, clearly define technical terminology, and reflect diverse perspectives in contemporary data visualization practice.</u>

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

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	No

Associated Programs

Changed	Field	Current Version	Proposed Version
Course is part of a program		Associated Program Applied Artificial Intelligence Associate of Science (In Development)	Associated Program Applied Artificial Intelligence Associate of Science (In Development)
		Award Type Associate in Science (A.S.) Degree	Award Type Associate in Science (A.S.) Degree
		Associated Program Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)	Associated Program Applied Artificial Intelligence Certificate of Achievement - Advanced (In Development)
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Database Development Practitioner	Associated Program Database Development Practitioner
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Database Development Practitioner	Associated Program Database Development Practitioner
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Database Development Practitioner (In Development)	Associated Program Database Development Practitioner (In Development)
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)

Changed	Field	Current Version	Proposed Version
		Associated Program Database Development Practitioner (In Development)	Associated Program Database Development Practitioner (In Development)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Foundations of Data Science Certificate of Achievement (In Development)	Associated Program Foundations of Data Science Certificate of Achievement (In Development)
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	4	4

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

Course Student Hours - Profile Name: Default Profile

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

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

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

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

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

Specifications			

Changed	Field	Current Version		Proposed Version	
	Methods of Instruction	Methods of Instruction		Methods of Instruction	Methods of Instruction
		Methods of Instruction	Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class 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 Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
	Assignments	1. Reading: Required reading from the textbook and class notes 2. Programs: 4-5 report generation homework assignments. 3. Group Project: Creating business intelligence dashboards for assigned datasets.	1. Business Intelligence Concepts and Business Value. Task: Explain how Business Intelligence (BI) technologies are used to solve business problems. Describe key BI concepts and analyze how organizations use data-driven insights to support decision-making, performance tracking, and strategic objectives. 2. BI Tools and Technology Landscape. Task: Review the current BI tools landscape. Compare at least two BI platforms and explain their capabilities, typical use cases, and limitations. Discuss how organizations select BI tools based on data complexity and business needs. 3. Data Sources and Data Integration. Task: Connect to multiple structured and unstructured data sources to create a unified report. Demonstrate data extraction, cleaning, transformation, blending, joins, unions, and cross-database joins. Explain the impact of selecting primary and secondary data sources. 4. Querying and Data Modeling. Task: Use appropriate query syntax (such as SQL, JSON, or DAX) to retrieve and shape data. Build a logical data model and explain how relationships, joins, and views support accurate reporting and scalable analytics. 5. Data Organization and Exploration. Task: Create interactive data views by applying sorting, grouping, filtering, pivoting, and hierarchical drill-downs. Explain

Changed	Field	Current Version	Proposed Version
			how these techniques help users explore data and identify trends, patterns, and outliers. 6. Data Analysis and Calculations. Task: Analyze data using dimensions and measures. Perform aggregate, logical, type-based, and level-of-detail calculations. Interpret results and explain how calculated insights support business questions and decisions. 7. Data Visualization and Dashboard Design. Task: Design effective visualizations using appropriate chart types, including combination charts, scatter plots, waterfall or funnel charts, Pareto charts, and maps. Build a dashboard with visual hierarchies, interactive elements, and enhanced formatting to support quick decision-making. 8. Publishing, Sharing, and BI Governance. Task: Publish and share reports and dashboards with stakeholders. Demonstrate exporting and printing options, role-based access using user groups, publishing to web-based platforms, and republishing content after data refreshes. Explain how governance supports trusted and secure analytics. 9. Assignments allow students to select datasets relevant to their interests and include opportunities for feedback and revision to support mastery.

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. One or two midterm examinations requiring some programming, concepts clarification and exhibiting mastery of reporting constructs presented in the course. 2. A final examination requiring concepts clarification and exhibiting mastery of data analysis and visualization principles. 3. Evaluation of programming assignments and group project, based on correctness, intuitiveness and visual appeal.	Methods of Evaluation Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. One or two midterm examinations requiring some programming, concepts clarification and exhibiting mastery of reporting constructs presented in the course, , evaluated on correctness. 2. A final examination requiring concepts clarification and exhibiting mastery of data analysis and visualization principles, evaluated on correctness. 3. Evaluation of programming assignments and group project, based on correctness, intuitiveness and visual appeal. 4. Instructors provide sample assignments, models of successful work, and grading rubrics to clarify

Changed	Field	Current Version	Proposed Version
			expectations and support student success.
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • Access to a computer lab with Microsoft Office, Adobe Acrobat and any one of Tableau, PowerBI, BIRT or Pentaho	Essential Student Materials: • None Essential College Facilities: • Access to a computer lab with Microsoft Office, Adobe Acrobat and any one of Tableau, PowerBI, BIRT or Pentaho

Changed	Field	Current Version	Proposed Version																				
❗	Examples of Primary Texts and References	<table><tr><td>Title</td><td>Effective Data Visualization: The Right Chart for the Right Data</td></tr><tr><td>Author</td><td>Stephanie Evergreen</td></tr><tr><td>Publisher</td><td>SAGE Publications, Inc.</td></tr><tr><td>Date/Edition</td><td>May 14, 2019 - 2nd edition</td></tr><tr><td>ISBN</td><td>ISBN-13 : 978-1544350882</td></tr></table>	Title	Effective Data Visualization: The Right Chart for the Right Data	Author	Stephanie Evergreen	Publisher	SAGE Publications, Inc.	Date/Edition	May 14, 2019 - 2nd edition	ISBN	ISBN-13 : 978-1544350882	<table><tr><td>Title</td><td>Effective Data Visualization: The Right Chart for the Right Data</td></tr><tr><td>Author</td><td>Stephanie Evergreen</td></tr><tr><td>Publisher</td><td>SAGE Publications, Inc.</td></tr><tr><td>Date/Edition</td><td>May 14, 2019 - 2nd edition</td></tr><tr><td>ISBN</td><td>ISBN-13 : 978-1544350882</td></tr></table>	Title	Effective Data Visualization: The Right Chart for the Right Data	Author	Stephanie Evergreen	Publisher	SAGE Publications, Inc.	Date/Edition	May 14, 2019 - 2nd edition	ISBN	ISBN-13 : 978-1544350882
		Title	Effective Data Visualization: The Right Chart for the Right Data																				
		Author	Stephanie Evergreen																				
		Publisher	SAGE Publications, Inc.																				
		Date/Edition	May 14, 2019 - 2nd edition																				
		ISBN	ISBN-13 : 978-1544350882																				
		Title	Effective Data Visualization: The Right Chart for the Right Data																				
		Author	Stephanie Evergreen																				
		Publisher	SAGE Publications, Inc.																				
		Date/Edition	May 14, 2019 - 2nd edition																				
ISBN	ISBN-13 : 978-1544350882																						
	<table><tr><td>Title</td><td>POWERED-AI BUSINESS INTELLIGENCE : FROM CONCEPTS TO IMPLEMENTATION WITH POWER BI AND COPILOT: The Complete Guide to Transforming Your Enterprise with AI-Optimized Analytics</td></tr><tr><td>Author</td><td>Steven Favour BRIGHT, Cherydan LUCA,, Samuel F.</td></tr><tr><td>Publisher</td><td>Independently published</td></tr><tr><td>Date/Edition</td><td>June 29, 2025</td></tr><tr><td>ISBN</td><td>979-8290192567</td></tr></table>	Title	POWERED-AI BUSINESS INTELLIGENCE : FROM CONCEPTS TO IMPLEMENTATION WITH POWER BI AND COPILOT: The Complete Guide to Transforming Your Enterprise with AI-Optimized Analytics	Author	Steven Favour BRIGHT, Cherydan LUCA,, Samuel F.	Publisher	Independently published	Date/Edition	June 29, 2025	ISBN	979-8290192567												
Title	POWERED-AI BUSINESS INTELLIGENCE : FROM CONCEPTS TO IMPLEMENTATION WITH POWER BI AND COPILOT: The Complete Guide to Transforming Your Enterprise with AI-Optimized Analytics																						
Author	Steven Favour BRIGHT, Cherydan LUCA,, Samuel F.																						
Publisher	Independently published																						
Date/Edition	June 29, 2025																						
ISBN	979-8290192567																						
	<table><tr><td>Title</td><td>Data Visualization Methodology and Tools</td></tr></table>	Title	Data Visualization Methodology and Tools																				
Title	Data Visualization Methodology and Tools																						

Changed	Field	Current Version	Proposed Version
			Author Felix Amoruwa Publisher LibreText Date/Edition June 2026 ISBN Not available
!	Suggested Reading List	Reading List None. May include, but are not limited to No value	No value

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
	Course Objectives	- Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems. - Demonstrate connecting to disparate data sources for creating reports. - Analyze data and perform calculations to derive results. - Design visualizations to enable quick decision making for key objectives. - Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders.	- Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems. - Demonstrate connecting to disparate data sources for creating reports. - Analyze data and perform calculations to derive results. - Design visualizations to enable quick decision making for key objectives. - Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders.

Changed	Field	Current Version	Proposed Version
CSLOs			
		CSLOs Design and implement reports and dashboards for data and trends analysis using technologies like Tableau, PowerBI, BIRT or Pentaho.	CSLOs Design and implement reports and dashboards for data and trends analysis using technologies like Tableau, PowerBI, BIRT or Pentaho.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	- Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems. - Understanding key concepts of Business Intelligence (BI). - Review the landscape of BI tools. - Demonstrate connecting to disparate data sources for creating reports. - Structured and unstructured data Sources. - Extracting Data. - Data transformation, cleaning or blending. - Join types with Union. - Cross database joins. - Swapping primary and secondary data sources. - Data query syntax (SQL, JSON, DAX) - Data Modeling. - Building views of data. - Sorting. - Grouping. - Filtering. - Pivoting. - Drill-down and hierarchies. - Analyze data and perform calculations to derive results. - Dimensions and Measures. - Aggregate Calculations. - Type Calculations. - Logic Calculations. - Level of detail expressions. - Design visualizations to enable quick decision making for key	- Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems. - Understanding key concepts of Business Intelligence (BI). - Review the landscape of BI tools. - Demonstrate connecting to disparate data sources for creating reports. - Structured and unstructured data Sources. - Extracting Data. - Data transformation, cleaning or blending. - Join types with Union. - Cross database joins. - Swapping primary and secondary data sources. - Data query syntax (SQL, JSON, DAX) - Data Modeling. - Building views of data. - Sorting. - Grouping. - Filtering. - Pivoting. - Drill-down and hierarchies. - Analyze data and perform calculations to derive results. - Dimensions and Measures. - Aggregate Calculations. - Type Calculations. - Logic Calculations. - Level of detail expressions. - Design visualizations to enable quick decision making for key

Changed	Field	Current Version	Proposed Version
		objectives. 1. Chart Types. 1. Combination charts. 2. Scatter graphs. 3. Waterfall and funnel charts. 4. Pareto charts. 5. Map visualizations. 2. Report Formatting. 1. Shapes, text boxes and images. 2. Page layout and formatting. 3. Enhancing display visualizations. 3. Building dashboards. 1. Gauges and sliders. 2. Visual hierarchies and drill-downs. 3. Group interactions among visualizations. 5. Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders. 1. Print and export reports and dashboards. 2. Create user groups for role-based access. 3. Publish to web based resources. 4. Republishing after refreshing data.	objectives. 1. Chart Types. 1. Combination charts. 2. Scatter graphs. 3. Waterfall and funnel charts. 4. Pareto charts. 5. Map visualizations. 2. Report Formatting. 1. Shapes, text boxes and images. 2. Page layout and formatting. 3. Enhancing display visualizations. 3. Building dashboards. 1. Gauges and sliders. 2. Visual hierarchies and drill-downs. 3. Group interactions among visualizations. 5. Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders. 1. Print and export reports and dashboards. 2. Create user groups for role-based access. 3. Publish to web based resources. 4. Republishing after refreshing data. 5. Recognize potential bias and inequities in data sources and visualization practices.
	Lab Component in this Course	Yes	Yes

Changed	Field	Current Version	Proposed Version
	Lab Outline	1. Data extraction from disparate sources. 2. Cleansing, blending and transforming data. 3. Modeling and calculating data. 4. Creating reports and charts. 5. Designing dashboards. 6. Publishing and sharing dashboards.	1. Data extraction from disparate sources. 2. Cleansing, blending and transforming data. 3. Modeling and calculating data. 4. Creating reports and charts. 5. Designing dashboards. 6. Publishing and sharing dashboards.

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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

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

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	Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems.
	Objective 2: Develop analytical ideas and topics for essays.	No Value	Analyze data and perform calculations to derive results.
	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems. Demonstrate connecting to disparate data sources for creating reports.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Demonstrate connecting to disparate data sources for creating reports.

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders. Demonstrate connecting to disparate data sources for creating reports.
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders. Demonstrate connecting to disparate data sources for creating reports.
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Analyze data and perform calculations to derive results. Demonstrate connecting to disparate data sources for creating reports.
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders. Design visualizations to enable quick decision making for key objectives.
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Design visualizations to enable quick decision making for key objectives. Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems.

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	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

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)	CIS 064G	CIS 064G
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	04/30/2019	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	• Requisite change appr. 1/17/23 (effect. F23).-cc • Updated textbook appr. 12/5/23 (effect. F24).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -mc	• Requisite change appr. 1/17/23 (effect. F23).-cc • Updated textbook appr. 12/5/23 (effect. F24).-mkct • CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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 or Initiator's Response
1/10/2026	Basics	Justification	Required	Needs to state it is a CTE course. List only one award that the course is a part of. Needs a statement that addresses "addresses the following: How does this course meet a student-identified need and how it is different from other course offerings (especially if this course is part of a sequence)? (NOTE: Limit this to no more than 2-3 concise sentences)."	Y
1/10/2026	Basics	Justification	Required	For DEI initiative there should be representative descriptions of assignments faculty may use.	Y

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
2/2/2026	Learning Outcomes	Course Justification	Required	List only one award Mention that is is a CTE curse (and CIS 364G also needs the statement about CTE).	Y

e	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response

Changed	Questions	Current Version	Proposed Version					
			2/4/2026	Learning Outcomes	Course Justification	Required	List only one award and make that one "Database Development Practitioner Certificate" since it does not need the qualifier " for Fall 2026".	Mary - Listing more than ne certificate is not a problem. Removing fall 2026. Y

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value							
			Date	Tab	Part - Field	Type of Edit	Edit		
			02/10/2026	Basic Course Information	DEI Review	Suggested	Great job on this DEI statement! Consider one small addition to specifically note that the course provides multiple means of engagement, expression, and representation for students in keeping with best practices from universal design for learning		y

Changed	Questions	Current Version	Proposed Version
			Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered y low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost (i.e, under \$50.00) -- it looks like at least one of these is! -- and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.
		02/10/2026	Specifications Examples of Primary Texts and References Required

Changed	Questions	Current Version	Proposed Version
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement.
		02/10/2026	Specifications Examples of Primary Texts and References Suggested

Changed	Questions	Current Version	Proposed Version
			Thanks for this detailed list of assignments - it's great to see opportunities for choice! Do any of these assignments encourage students to connect course content to their own life, y- added background, "Assignments and allow experiences, students to and/or provideselect students the datasets opportunity to relevant to revise their work based on instructor feedback, peer feedback, or self-reflection? If yes, please let me know in the initiator response box and consider noting these components for the appropriate assignments. If not appropriate, please disregard.
		02/10/2026	SpecificationsAssignmentsSuggested

Changed	Questions	Current Version	Proposed Version
			Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please let me know in the initiator response box and then disregard suggested edit. Only if appropriate, consider revising outline to provide space to reflect on inequities, racism, or other barriers to inclusion and inequities in data sources and visualization practices."
		02/10/2026	Specifications Methods of Evaluation Suggested 02/10/2026 Outline Course Outline Suggested
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value

Changed	Questions	Current Version	Proposed Version

**Stage 6:
Content
Review
Matrix
Liaison**

No Value

No Value

**Stage 7:
Dean of
Online
Learning**

No Value

No Value

**Stage 8:
SLO
Coordinator**

No Value

No Value

**Stage 10:
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

CISD064G

**Distance
Education
Approved**

Yes

**Board of
Trustees
Approval Date**

**Curriculum
Committee
Approval Date**

Dec 5, 2023 12:00:00 AM

**Time to Next
Review**

Sep 1, 2025 12:00:00 AM

**External
Review
Approval Date**

Sep 1, 2020 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000615073

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
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Comments	Stage 4: Articulation Officer
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Mi Chang	Sukhjrit Singh
	Course ID (CB01A and CB01B)	CISD364G	CISD364G
	Course Control Number	No value	
	Course Title (CB02)	Data Visualization Methodology and Tools	Data Visualization Methodology and Tools
	Short Course Title	DATA VISUALIZ METHOD AND TOOLS	DATA VISUALIZ METHOD AND TOOLS
	TOP Code (CB03)	0707.20	0707.20 *Database Design and Administration
	CIP Code	Data Modeling/Warehousing and Database Administration.	11.0802 Data Modeling/Warehousing and Database Administration.
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
	Effective Term	Fall 2025	Fall ~~2025~~ 2027
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
	Course Description	This course is an introduction to the strategies and technologies used in business intelligence reporting and dashboards for making data-driven decisions.	Learn how to convert data into meaningful stories. This course covers essential business intelligence concepts, hands-on reporting techniques, and dashboard creation tools that empower you to analyze trends, monitor performance, and support strategic decision-making.
	Course Type (CB27)	Lower Division	Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	- Online - Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	Computer Science	Computer Science
	Discipline 3	No value	No value
	FSA	FHDA FSA - CIS	FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit enhanced course that belongs on the certificate of completion in Database Development Practitioner. With the ever-increasing deluge of data, organizations rely on nimble business intelligence reports and dashboards to make both strategic and operational decisions. Tools like Tableau, PowerBI, BIRT, Pentaho, etc. will be introduced which are used to rapidly deploy and update role-based dashboards.	This is a noncredit enhanced <u>CTE</u> course that belongs on the ~~certificate- Certificate~~ of ~~completion- Completion~~ in Database Development Practitioner. ~~With the ever-increasing deluge-~~ <u>It addresses a student-identified need for applied, workforce-relevant skills through hands-on use of data, organizations rely on nimble business intelligence reports- modern tools, and dashboards to make both strategic- industry-aligned workflows. The course is distinct from other offerings by emphasizing end-to-end application of concepts rather than introductory theory alone, and operational decisions. Tools like Tableau, PowerBI, BIRT, Pentaho, etc. will be introduced which are used-</u> within the sequence, it builds on foundational <u>coursework to rapidly deploy- prepare students for advanced study_ and update role-based dashboards- professional practice.</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	No value	

CTE Course

Changed	Field	Current Version	Proposed Version
	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

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

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	- Basic Course Information - Course Description - Specifications - Assignments - Specifications - Examples of Primary Texts and References - Specifications - Methods of Instruction - Specifications - Methods of Evaluation - Outline - Course Outline

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is designed to create an inclusive, equitable, and supportive learning environment where all students can thrive. Course materials, assignments, discussions, and examples are intentionally selected to reflect diverse perspectives, industries, and lived experiences. Students are encouraged to bring their own backgrounds and ways of knowing into our learning community. We recognize and value the multiple identities and abilities present in the classroom and are committed to providing accessible instruction, multiple ways to demonstrate learning, and respectful dialogue. Together, we will cultivate a space where every student feels welcomed, represented, and empowered to succeed. The course is further structured in alignment with Universal Design for Learning principles by providing multiple means of engagement, representation, and expression. Course materials use accessible language, clearly define technical terminology, and reflect diverse perspectives in contemporary data visualization practice.</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	99	99
	Grade Options	- Letter Grade - Pass/No Pass	- Letter Grade - 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 Database Science Practitioner	Associated Program Database Science Practitioner
		Award Type Certificate of Completion	Award Type Certificate of Completion
		Associated Program Foundations of Data Science Certificate of Completion (In Development)	Associated Program Foundations of Data Science Certificate of Completion (In Development)
		Award Type Certificate of Completion	Award Type Certificate of Completion

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

Course Student Hours - Profile Name: Default Profile			
Changed	Field	Current Version	Proposed Version
	Course Duration (Weeks)	12	12
	Hours per unit divisor	36	36

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	66	66
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	18	18
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	66	66
	Total - Course Out-of-Class Hours	96	96
	Total Credit Units - Minimum Credit Units	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	Workforce Preparation Enhanced Funding.	Workforce Preparation Enhanced Funding.
	Course Credit Status (CB04)	Non-Credit	Non-Credit
	Course Non Credit Category (CB22)	Workforce Preparation.	Workforce Preparation.
	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	48	48
	Total Laboratory Hours per Term	18	18
	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 Collaborative learning and small group exercises Collaborative projects	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Discussion and problem solving performed in class Collaborative learning and small group exercises Collaborative projects

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Reading: Required reading from the textbook and class notes 2. Programs: 4-5 report generation homework assignments 3. Group Project: Creating business intelligence dashboards for assigned datasets	1. Business Intelligence Concepts and Business Value. Task: Explain how Business Intelligence (BI) technologies are used to solve business problems. Describe key BI concepts and analyze how organizations use data-driven insights to support decision-making, performance tracking, and strategic objectives. 2. BI Tools and Technology Landscape. Task: Review the current BI tools landscape. Compare at least two BI platforms and explain their capabilities, typical use cases, and limitations. Discuss how organizations select BI tools based on data complexity and business needs. 3. Data Sources and Data Integration. Task: Connect to multiple structured and unstructured data sources to create a unified report. Demonstrate data extraction, cleaning, transformation, blending, joins, unions, and cross-database joins. Explain the impact of selecting primary and secondary data sources. 4. Querying and Data Modeling. Task: Use appropriate query syntax (such as SQL, JSON, or DAX) to retrieve and shape data. Build a logical data model and explain how relationships, joins, and views support accurate reporting and scalable analytics. 5. Data Organization and Exploration. Task: Create interactive data views by applying sorting, grouping, filtering, pivoting, and hierarchical drill-downs. Explain how these techniques help users explore data and identify trends, patterns, and outliers. 6. Data Analysis and Calculations. Task: Analyze data using dimensions and measures. Perform aggregate, logical, type-based, and level-of-detail calculations. Interpret results and explain how calculated insights support business questions and decisions. 7. Data Visualization and Dashboard Design. Task: Design effective visualizations using appropriate chart types, including combination charts, scatter plots, waterfall or funnel charts, Pareto charts, and maps. Build a dashboard with visual hierarchies, interactive elements, and enhanced formatting to support quick decision-making. 8. Publishing, Sharing, and BI Governance. Task: Publish and share reports and dashboards with stakeholders. Demonstrate exporting and printing options, role-based access using user groups, publishing to web-based platforms, and republishing content after data refreshes. Explain how governance supports trusted and secure analytics. 9. Assignments allow students to select datasets relevant to their interests and include opportunities for feedback and revision to support mastery.

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. One or two midterm examinations requiring some programming, concepts clarification and exhibiting mastery of reporting constructs presented in the course. 2. A final examination requiring concepts clarification and exhibiting mastery of data analysis and visualization principles. 3. Evaluation of programming assignments and group project, based on correctness, intuitiveness and visual appeal.	Methods of Evaluation Methods of Evaluation 1. One or two midterm examinations requiring some programming, concepts clarification and exhibiting mastery of reporting constructs presented in the course. 2. A final examination requiring concepts clarification and exhibiting mastery of data analysis and visualization principles. 3. Evaluation of programming assignments and group project, based on correctness, intuitiveness and visual appeal. 4. Instructors provide sample assignments, models of successful work, and grading rubrics to clarify expectations and support student success.
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None Essential College Facilities: • Access to a computer lab with Microsoft Office, Adobe Acrobat and any one of Tableau, PowerBI, BIRT or Pentaho	Essential Student Materials: • None Essential College Facilities: • Access to a computer lab with Microsoft Office, Adobe Acrobat and any one of Tableau, PowerBI, BIRT or Pentaho

Changed	Field	Current Version	Proposed Version																				
! Examples of Primary Texts and References		<table><tr><td>Title</td><td>Effective Data Visualization: The Right Chart for the Right Data</td></tr><tr><td>Author</td><td>Stephanie Evergreen</td></tr><tr><td>Publisher</td><td>SAGE Publications, Inc.</td></tr><tr><td>Date/Edition</td><td>May 14, 2019 - 2nd edition</td></tr><tr><td>ISBN</td><td>ISBN-13 : 978-1544350882</td></tr></table>	Title	Effective Data Visualization: The Right Chart for the Right Data	Author	Stephanie Evergreen	Publisher	SAGE Publications, Inc.	Date/Edition	May 14, 2019 - 2nd edition	ISBN	ISBN-13 : 978-1544350882	<table><tr><td>Title</td><td>Effective Data Visualization: The Right Chart for the Right Data</td></tr><tr><td>Author</td><td>Stephanie Evergreen</td></tr><tr><td>Publisher</td><td>SAGE Publications, Inc.</td></tr><tr><td>Date/Edition</td><td>May 14, 2019 - 2nd edition</td></tr><tr><td>ISBN</td><td>ISBN-13 : 978-1544350882</td></tr></table>	Title	Effective Data Visualization: The Right Chart for the Right Data	Author	Stephanie Evergreen	Publisher	SAGE Publications, Inc.	Date/Edition	May 14, 2019 - 2nd edition	ISBN	ISBN-13 : 978-1544350882
	Title	Effective Data Visualization: The Right Chart for the Right Data																					
	Author	Stephanie Evergreen																					
	Publisher	SAGE Publications, Inc.																					
	Date/Edition	May 14, 2019 - 2nd edition																					
	ISBN	ISBN-13 : 978-1544350882																					
	Title	Effective Data Visualization: The Right Chart for the Right Data																					
	Author	Stephanie Evergreen																					
	Publisher	SAGE Publications, Inc.																					
	Date/Edition	May 14, 2019 - 2nd edition																					
ISBN	ISBN-13 : 978-1544350882																						
		<table><tr><td>Title</td><td>Data Visualization Methodology and Tools</td></tr><tr><td>Author</td><td>Felix Amoruwa</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>June 2026</td></tr><tr><td>ISBN</td><td>Not availabe</td></tr></table>	Title	Data Visualization Methodology and Tools	Author	Felix Amoruwa	Publisher	LibreText	Date/Edition	June 2026	ISBN	Not availabe											
Title	Data Visualization Methodology and Tools																						
Author	Felix Amoruwa																						
Publisher	LibreText																						
Date/Edition	June 2026																						
ISBN	Not availabe																						
		<table><tr><td>Title</td><td>POWERED-AI BUSINESS INTELLIGENCE : FROM CONCEPTS TO IMPLEMENTATION WITH POWER BI AND COPILOT: The Complete Guide to Transforming Your Enterprise with AI-Optimized Analytics</td></tr><tr><td>Author</td><td>Steven Favour BRIGHT, Cherydan LUCA,, Samuel F.</td></tr><tr><td>Publisher</td><td>Independently published</td></tr><tr><td>Date/Edition</td><td>June 29, 2025</td></tr><tr><td>ISBN</td><td>979-8290192567</td></tr></table>	Title	POWERED-AI BUSINESS INTELLIGENCE : FROM CONCEPTS TO IMPLEMENTATION WITH POWER BI AND COPILOT: The Complete Guide to Transforming Your Enterprise with AI-Optimized Analytics	Author	Steven Favour BRIGHT, Cherydan LUCA,, Samuel F.	Publisher	Independently published	Date/Edition	June 29, 2025	ISBN	979-8290192567											
Title	POWERED-AI BUSINESS INTELLIGENCE : FROM CONCEPTS TO IMPLEMENTATION WITH POWER BI AND COPILOT: The Complete Guide to Transforming Your Enterprise with AI-Optimized Analytics																						
Author	Steven Favour BRIGHT, Cherydan LUCA,, Samuel F.																						
Publisher	Independently published																						
Date/Edition	June 29, 2025																						
ISBN	979-8290192567																						

Learning Outcomes											
Changed	Field	Current Version	Proposed Version								
	Course Objectives	- Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems. - Demonstrate connecting to disparate data sources for creating reports. - Analyze data and perform calculations to derive results. - Design visualizations to enable quick decision making for key objectives. - Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders.	- Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems. - Demonstrate connecting to disparate data sources for creating reports. - Analyze data and perform calculations to derive results. - Design visualizations to enable quick decision making for key objectives. - Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders.								
	CSLOs	<table><tr><td>CSLOs</td><td>Design and implement reports and dashboards for data and trends analysis using technologies like Tableau, PowerBI, BIRT or Pentaho.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Design and implement reports and dashboards for data and trends analysis using technologies like Tableau, PowerBI, BIRT or Pentaho.	Expected SLO Performance	0.0	<table><tr><td>CSLOs</td><td>Design and implement reports and dashboards for data and trends analysis using technologies like Tableau, PowerBI, BIRT or Pentaho.</td></tr><tr><td>Expected SLO Performance</td><td>0.0</td></tr></table>	CSLOs	Design and implement reports and dashboards for data and trends analysis using technologies like Tableau, PowerBI, BIRT or Pentaho.	Expected SLO Performance	0.0
CSLOs	Design and implement reports and dashboards for data and trends analysis using technologies like Tableau, PowerBI, BIRT or Pentaho.										
Expected SLO Performance	0.0										
CSLOs	Design and implement reports and dashboards for data and trends analysis using technologies like Tableau, PowerBI, BIRT or Pentaho.										
Expected SLO Performance	0.0										

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	- Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems. - Understanding key concepts of Business Intelligence (BI). - Review the landscape of BI tools. - Demonstrate connecting to disparate data sources for creating reports. - Structured and unstructured data Sources. - Extracting Data. - Data transformation, cleaning or blending. - Join types with Union. - Cross database joins. - Swapping primary and secondary data sources. - Data query syntax (SQL, JSON, DAX) - Data Modeling. - Building views of data. - Sorting. - Grouping. - Filtering. - Pivoting. - Drill-down and hierarchies. - Analyze data and perform calculations to derive results. - Dimensions and Measures. - Aggregate Calculations. - Type Calculations. - Logic Calculations. - Level of detail expressions. - Design visualizations to enable quick decision making for key objectives. - Chart Types. - Combination charts. - Scatter graphs. - Waterfall and funnel charts. - Pareto charts. - Map visualizations. - Report Formatting. - Shapes, text boxes and images. - Page layout and formatting. - Enhancing display visualizations. - Building dashboards. - Gauges and sliders. - Visual hierarchies and drill-downs. - Group interactions among visualizations. - Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders. - Print and export reports and dashboards. - Create user groups for role-based access. - Publish to web based resources. - Republishing after refreshing data.	- Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems. - Understanding key concepts of Business Intelligence (BI). - Review the landscape of BI tools. - Demonstrate connecting to disparate data sources for creating reports. - Structured and unstructured data Sources. - Extracting Data. - Data transformation, cleaning or blending. - Join types with Union. - Cross database joins. - Swapping primary and secondary data sources. - Data query syntax (SQL, JSON, DAX) - Data Modeling. - Building views of data. - Sorting. - Grouping. - Filtering. - Pivoting. - Drill-down and hierarchies. - Analyze data and perform calculations to derive results. - Dimensions and Measures. - Aggregate Calculations. - Type Calculations. - Logic Calculations. - Level of detail expressions. - Design visualizations to enable quick decision making for key objectives. - Chart Types. - Combination charts. - Scatter graphs. - Waterfall and funnel charts. - Pareto charts. - Map visualizations. - Report Formatting. - Shapes, text boxes and images. - Page layout and formatting. - Enhancing display visualizations. - Building dashboards. - Gauges and sliders. - Visual hierarchies and drill-downs. - Group interactions among visualizations. - Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders. - Print and export reports and dashboards. - Create user groups for role-based access. - Publish to web based resources. - Republishing after refreshing data. - Recognize potential bias and inequities in data sources and visualization practices.
	Lab Component in this Course	Yes	Yes
	Lab Outline	- Data extraction from disparate sources. - Cleansing, blending and transforming data. - Modeling and calculating data. - Creating reports and charts. - Designing dashboards. - Publishing and sharing dashboards.	- Data extraction from disparate sources. - Cleansing, blending and transforming data. - Modeling and calculating data. - Creating reports and charts. - Designing dashboards. - Publishing and sharing dashboards.

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	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

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):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE 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
	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.	Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders.	Identify ways to publish and share reports, dashboards and other key analytics information with stakeholders.
	Objective 2: Develop analytical ideas and topics for essays.	Design visualizations to enable quick decision making for key objectives.	Design visualizations to enable quick decision making for key objectives.
	Objective 3: Compose and support thesis statements for analytical essays.	Analyze data and perform calculations to derive results.	Analyze data and perform calculations to derive results.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	Design visualizations to enable quick decision making for key objectives.	Design visualizations to enable quick decision making for key objectives.
	Objective 5: Identify and practice writing for different audiences and purposes.	Demonstrate connecting to disparate data sources for creating reports. Analyze data and perform calculations to derive results.	Demonstrate connecting to disparate data sources for creating reports. Analyze data and perform calculations to derive results.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems.	Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems.
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	Design visualizations to enable quick decision making for key objectives.	Design visualizations to enable quick decision making for key objectives.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems.	Exhibit understanding of Business Intelligence (BI) technologies as means to solving business problems.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	Analyze data and perform calculations to derive results. Design visualizations to enable quick decision making for key objectives.	Analyze data and perform calculations to derive results. Design visualizations to enable quick decision making for key objectives.

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	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)	CIS 364G	CIS 364G
	Course Status	New	New
	Course Characteristics	CTE Noncredit Enhanced	CTE 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)	10/03/2023	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/03/2023	No Value
	Curriculum Office Notes	• CCN requisite changes appr. 9/23/24 (effect. F25). -mc • CCN requisite changes appr. 9/23/24 (effect. F25). -mc	

Comments

<https://deanza.elumenapp.com/elumen/WorkflowReport?actionMethod=getWorkflowReport&id=-1&courseId=-1&workflowUuid=7f089f88-172b-11f1-83c6-21a9...> 23/24

Course Administration Codes		
Articulation occurs after course approval. The following fields will not show a Proposed Version.		
Changed	Field	Current Version
	Curriculum ID	CISD364G
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	Oct 3, 2023 12:00:00 AM
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	

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

De Anza College

Change Report

03/03/2026

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.

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.
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Mi Chang	Sukhjot Singh
	Course ID (CB01A and CB01B)	CISD095A	CISD095A
	Course Control Number	CCC000439746	CCC000439746
	Course Title (CB02)	Project Management - A Practicum	Project Management - A Practicum
	Short Course Title	PROJ MGMT - PRACTICUM	PROJ MGMT - PRACTICUM

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0506.00	0506.00 Business Management
	CIP Code	Business Administration and Management, General	52.0201 Business Administration and Management, General
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	Course Description	This course focuses on the role of a project manager including selecting a project, selecting a team, and the documentation and tracking of a project using the Project Manager Book of Knowledge (PMBOK) Theory.	Step into the role of a real-world project manager and learn how to turn ideas into results. This course introduces you to the essential skills of planning, leading, and delivering successful projects. You'll learn how to select and define a project, build and motivate a high-performing team, and manage scope, time, and resources with confidence. Through hands-on activities, you'll create project documentation, track progress, and practice the leadership mindset that drives teams to success.
	Course Type (CB27)	• Lower Division	• Lower Division
!	Mode of Delivery	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is required for earning a Project Management Practitioner Certificate of Achievement and is in a CTE program that was developed based on labor market data. This course provides a foundation for Project Management basics using the Project Management Book of Knowledge (PMBOK) from the Project Management Institute (PMI). This course is CSU transferable.	This course is required for earning a Project Management Practitioner Certificate of Achievement and is in a CTE program that was developed based on labor market data. This course ~~provides a foundation for Project Management basics using the Project Management Book of Knowledge (PMBOK) from the Project Management Institute (PMI). This~~ course is CSU transferable.

Stand-Alone Statement

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

Course Philosophy

Changed	Field	Current Version	Proposed Version

	Course Philosophy	No value	

CTE Course

Changed	Field	Current Version	Proposed Version

	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version

	Is this an honors/non- honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version

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

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is designed to ensure that every student can see themselves as a capable and confident project manager. We use inclusive examples, team-based activities, and accessible project management tools so that learners from all backgrounds, experiences, and learning styles can fully participate and succeed. Assignments allow students to draw on their own lived experiences and professional interests, while flexible instructional methods—such as collaborative work, guided practice, and instructor support—create multiple pathways for engagement. We emphasize respect, cultural awareness, and shared leadership within teams to foster a learning environment where diverse perspectives strengthen project outcomes. Our goal is to ensure that each student not only gains essential project management skills, but also feels valued, supported, and empowered to lead real-world projects with equity, empathy, and integrity. The course also aligns with Universal Design for Learning principles by providing multiple means of engagement, representation, and expression. Course materials use accessible language, clearly define technical terminology, and reflect diverse perspectives in contemporary project management practice.</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.

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

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	

Changed	Field	Current Version	Proposed Version

	Will the course be UC transferable?	No	No

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program	Associated Program	Business Programming	Business Programming
		Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Business Programming	Business Programming
		Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Project Management Practitioner	Project Management Practitioner
		Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Project Management Practitioner	Project Management Practitioner
		Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Project Management Practitioner	Project Management Practitioner
		Award Type	Certificate of Achievement (COA)

Transferability & Gen. Ed. Options

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

Weekly Student Hours - Profile Name: Default Profile

Changed	Field	Current Version	Proposed Version
	Lecture Hours - In Class	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

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

Speciality Hours

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

Credit / Non-Credit Options

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

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

Changed	Field	Current Version	Proposed Version
!	Assignments	1. Homework assignments include case studies requiring application of PMBOK Theory. 2. Readings from text. 3. Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate project management software to complete a given set of computer-related tasks.	1. Understanding Modern Project Complexity. Task: Analyze a modern real-world project and explain its range, scope, and complexity. Discuss how technical, organizational, and environmental factors influence project uncertainty and decision-making. Connect your analysis to a systems-thinking perspective on project management. 2. PMBOK Framework and Process Application. Task: Summarize the Project Management Body of Knowledge (PMBOK) framework and explain how its process groups and knowledge areas guide modern project management. Apply the PMBOK processes to structure project resources for a selected project scenario. 3. Project Scope Definition and Scope Statement. Task: Develop a detailed project scope statement based on a given project scenario. Include clearly defined deliverables, assumptions, constraints, success criteria, and requirements complexity. Explain how scope definition influences project outcomes. 4. Strategic Perspective and Organizational Alignment. Task: Evaluate a project from a strategic and systems perspective. Describe how social, economic, environmental, and organizational processes influence scope definition and project priorities. Explain how project objectives align with organizational strategy.

Changed	Field	Current Version	Proposed Version
			5. Human Resource and Communication Management Planning. Task: Create a human resource management plan that satisfies project scope requirements. Include staffing roles, responsibilities, and strategies for building team synergy. Develop a communication management plan for a global or multicultural team, addressing communication challenges and cultural considerations. 6. Schedule and Cost Management Planning. Task: Develop a project schedule using PMBOK processes, including a Work Breakdown Structure (WBS), activity sequencing, schedule development, and schedule controls. Create a cost management plan and project budget, identifying controls to mitigate cost-related risks. 7. Risk and Change Management Strategy. Task: Design a risk identification and mitigation strategy for a project. Perform qualitative or quantitative risk analysis and develop response plans. Create a change management plan explaining how scope, schedule, and cost changes will be evaluated and controlled throughout the project lifecycle. 8. Project Execution, Control, and Continuous Improvement. Task: Role-play the function of a modern project manager by synthesizing project execution activities using PMBOK processes. Demonstrate how quality, communication, schedule, budget, and scope are monitored and controlled.

Changed	Field	Current Version	Proposed Version
			Reflect on lessons learned from past projects and explain how they can improve future organizational planning and project performance.

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

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. One or two midterm examinations requiring students applying topics covered in the lectures and reading. To be evaluated on correctness. 2. Exams testing knowledge of PMBOK theory. To be evaluated on correctness. 3. Final examination requiring students to applying topics covered in the lectures, reading, and assignments. 4. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement project management software to complete a given set of computer-related tasks.	Methods of Evaluation 1. One or two midterm examinations requiring students applying topics covered in the lectures and reading. To be evaluated on correctness. 2. Exams testing knowledge of PMBOK theory. To be evaluated on correctness. 3. Final examination requiring students to applying topics covered in the lectures, reading, and assignments. 4. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement project management software to complete a given set of computer-related tasks. 5. Instructors provide sample

Changed	Field	Current Version	Proposed Version
			assignments, models of successful work, and grading rubrics to clarify expectations and support student success.
	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	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Project Management Institute, "A Guide to the Project Management Body of Knowledge", Newtown Square, PA, 2017, 6th edition, Project Management Institute.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Project Management Institute, "A Guide to the Project Management Body of Knowledge", Newtown Square, PA, 2017, 6th edition, Project Management Institute.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition and The Standard for Project Management (ENGLISH) Seventh edition</td></tr><tr><td>Author</td><td>Project Management Institute</td></tr><tr><td>Publisher</td><td>Project Management Institute</td></tr><tr><td>Date/Edition</td><td>August 2021/7th Edition</td></tr><tr><td>ISBN</td><td>978-1628256642</td></tr></table>	Title	A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition and The Standard for Project Management (ENGLISH) Seventh edition	Author	Project Management Institute	Publisher	Project Management Institute	Date/Edition	August 2021/7th Edition	ISBN	978-1628256642
		Title	No value																				
		Author	Project Management Institute, "A Guide to the Project Management Body of Knowledge", Newtown Square, PA, 2017, 6th edition, Project Management Institute.																				
		Publisher	No value																				
		Date/Edition	No value																				
		ISBN	No value																				
		Title	A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition and The Standard for Project Management (ENGLISH) Seventh edition																				
		Author	Project Management Institute																				
		Publisher	Project Management Institute																				
		Date/Edition	August 2021/7th Edition																				
ISBN	978-1628256642																						
	<table><tr><td>Title</td><td>Project Management - A Practicum</td></tr><tr><td>Author</td><td>Sukhjrit (Bob) Singh</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>June 2026</td></tr><tr><td>ISBN</td><td>Not available.</td></tr></table>	Title	Project Management - A Practicum	Author	Sukhjrit (Bob) Singh	Publisher	LibreText	Date/Edition	June 2026	ISBN	Not available.												
Title	Project Management - A Practicum																						
Author	Sukhjrit (Bob) Singh																						
Publisher	LibreText																						
Date/Edition	June 2026																						
ISBN	Not available.																						

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

Learning Outcomes			
Changed	Field	Current Version	Proposed Version
	Course Objectives	• Explain the range, scope, and complexity of modern projects. • Identify a strategic and system perspective on management of projects. • Role-play modern project manager function to synthesize project execution process in PMBOK. • Practice applying modern project management tools and techniques.	• Explain the range, scope, and complexity of modern projects. • Identify a strategic and system perspective on management of projects. • Role-play modern project manager function to synthesize project execution process in PMBOK. • Practice applying modern project management tools and techniques.

Changed	Field	Current Version	Proposed Version
CSLOs			
		CSLOs Manage projects using five bodies of knowledge including initiation, planning, control, execution and closing.	CSLOs Manage projects using five bodies of knowledge including initiation, planning, control, execution and closing.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Manage project risks by identifying them and mitigating them.	CSLOs Manage project risks by identifying them and mitigating them.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Explain the range, scope, and complexity of modern projects. 1. Introduction to Project Management Book of Knowledge (PMBOK) theory. 2. Develop project scope based on complexity of requirements. 3. Develop project scope statement complete with information on deliverables, assumptions, constraint and success criteria. 4. Applying PMBOK process to structure resources. 5. Integrate social, economic and environmental factors and organizational processes into project scope definition. 2. Identify a strategic and system perspective on management of projects. 1. Develop a human resource management plan that satisfies project requirements defined in project scope. 2. Refine project scope and compile project definition and approach that will guide the entire project plan. 3. Develop a change management plan that can help in managing project risks. 4. Develop a cost management plan using PMBOK process. 5. Develop a schedule that involves sequencing event, Work Breakdown	1. Explain the range, scope, and complexity of modern projects. 1. Introduction to Project Management Book of Knowledge (PMBOK) theory. 2. Develop project scope based on complexity of requirements. 3. Develop project scope statement complete with information on deliverables, assumptions, constraint and success criteria. 4. Applying PMBOK process to structure resources. 5. Integrate social, economic and environmental factors and organizational processes into project scope definition. 2. Identify a strategic and system perspective on management of projects. 1. Develop a human resource management plan that satisfies project requirements defined in project scope. 2. Refine project scope and compile project definition and approach that will guide the entire project plan. 3. Develop a change management plan that can help in managing project risks. 4. Develop a cost management plan using PMBOK process. 5. Develop a schedule that involves sequencing event, Work Breakdown

Changed	Field	Current Version	Proposed Version
		Structure (WBS), activity sequencing, schedule development and schedule controls. 6. Prepare project budget and necessary controls to mitigate risks associated with cost. 3. Role-play modern project manager function to synthesize project execution process in PMBOK. 1. Exercise control on quality, communication, schedule, budget and scope of a project. 2. Apply lessons from past projects in improvement of organizational planning. 3. Learn about staffing management and developing team synergy in multicultural environments. 4. Practice applying modern project management tools and techniques. 1. Develop a communication management plan for global team being mindful of multiculturalism. 2. Design a risk identification and mitigation strategy and implement it for project requirements. 3. Perform risk analysis for projects and produce a response thereby creating a set of controls that would mitigate the risks. 4. Learn the basics of procurement planning	Structure (WBS), activity sequencing, schedule development and schedule controls. 6. Prepare project budget and necessary controls to mitigate risks associated with cost. 3. Role-play modern project manager function to synthesize project execution process in PMBOK. 1. Exercise control on quality, communication, schedule, budget and scope of a project. 2. Apply lessons from past projects in improvement of organizational planning. 3. Learn about staffing management and developing team synergy in multicultural environments. 4. Practice applying modern project management tools and techniques. 1. Develop a communication management plan for global team being mindful of diverse stakeholder identities and multiculturalism.. 2. Design a risk identification and mitigation strategy and implement it for project requirements. 3. Perform risk analysis for projects and produce a response thereby creating a set of controls that would mitigate the risks. 4. Learn the basics of procurement planning

Changed	Field	Current Version	Proposed Version
		and contract management.	and contract management.
	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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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

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

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	Explain the range, scope, and complexity of modern projects. Identify a strategic and system perspective on management of projects.
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Explain the range, scope, and complexity of modern projects.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Role-play modern project manager function to synthesize project execution process in PMBOK.
!	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Identify a strategic and system perspective on management of projects. Role-play modern project manager function to synthesize project execution process in PMBOK.
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Practice applying modern project management tools and techniques

Changed	Questions	Current Version	Proposed Version
❗	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Identify a strategic and system perspective on management of projects Role-play modern project manager function to synthesize project execution process in PMBOK
❗	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Identify a strategic and system perspective on management of projects
❗	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Role-play modern project manager function to synthesize project execution process in PMBOK
❗	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Explain the range, scope, and complexity of modern projects. Identify a strategic and system perspective on management of projects.

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	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

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)	CIS 095A	CIS 095A
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	11/03/2020	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	- Hybrid appr. 5/28/2019.; DL appr. 11/3/20 (effect. F20).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc	- Hybrid appr. 5/28/2019.; DL appr. 11/3/20 (effect. F20).-mkct - Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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 or Initiator's Response
			1/10/2026	Basics	Justification	Required	Needs a statement that addresses "addresses the following: How does this course meet a student-identified need and how it is different from other course offerings (especially if this course is part of a sequence)? (NOTE: Limit this to no more than 2-3 concise sentences)."	y - answered by "CTE program that was developed based on labor market data"
			1/10/2026	Basics	Justification	Required	For DEI initiative there should be representative descriptions of assignments faculty may use.	Y

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value							
			Date	Tab	Part - Field	Type of Edit	Edit		
			02/07/2026	Basic Course DEI Information	DEI Statement	Suggested	This is an excellent DEI statement! Consider one small addition to specifically note that the course provides multiple means of engagement, expression, and representation for students in keeping with best practices from universal design for learning		Y

Changed	Questions	Current Version	Proposed Version
			Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost (i.e. under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.
		02/07/2026	Specifications of Primary Texts and References Required Y

Changed	Questions	Current Version	Proposed Version
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong and/or
02/07/2026	Specifications	Examples of Primary Texts and References	Suggested Y
02/07/2026	Specifications	Methods of Evaluation	Suggested successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please disregard. Y

Changed	Questions	Current Version	Proposed Version
		02/07/2026	Outline Course Outline Suggested Consider small revisions to the following: "Develop a communication management plan for global team being mindful of multiculturalism" -- "Develop a communication management plan for global team being mindful of diverse stakeholder identities and multiculturalism."
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: 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	CISD095A

	Distance Education Approved	Yes

	Board of Trustees Approval Date	

	Curriculum Committee Approval Date	

	Time to Next Review	Sep 1, 2025 12:00:00 AM

	External Review Approval Date	Sep 1, 2020 12:00:00 AM

	Course Control Number	CCC000439746

Articulation

Changed	Field	Current Version

	Course Crosswalk CRS-DEPT- NAME	

	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

03/03/2026

Summary of Changes	
Section	Changed field
General Information	Faculty Initiator
General Information	Effective Term
General Information	Course Type (CB27)
Specifications	Methods of Evaluation
Specifications	Examples of Primary Texts and References
Req/Adv	Prerequisite(s):
CO	DL Approval Date (MM/DD/YYYY)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Mi Chang	Sukhjit Singh
	Course ID (CB01A and CB01B)	CISD395A	CISD395A

Changed	Field	Current Version	Proposed Version
	Course Control Number	No value	
	Course Title (CB02)	Project Management - A Practicum	Project Management - A Practicum
	Short Course Title	PROJ MGMT - PRACTICUM	PROJ MGMT - PRACTICUM
	TOP Code (CB03)	0506.00	0506.00 *Business Management
	CIP Code	Business Administration and Management, General.	52.0201 Business Administration and Management, General.
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	Course Description	This course focuses on the role of a project manager including selecting a project, selecting a team, and the documentation and tracking of a project using the Project Manager Book of Knowledge (PMBOK) Theory.	Step into the role of a real-world project manager and learn how to turn ideas into results. This course introduces you to the essential skills of planning, leading, and delivering successful projects. You'll learn how to select and define a project, build and motivate a high-performing team, and manage scope, time, and resources with confidence. Through hands-on activities, you'll create project documentation, track progress, and practice the leadership mindset that drives teams to success.
!	Course Type (CB27)	Upper Division	Lower Division
	Mode of Delivery	- Online - Hybrid	- Online - Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)	Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	FHDA FSA - CIS	FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This is a noncredit enhanced course that belongs on the certificate of completion in Project Management Practitioner. This course provides a foundation for Project Management basics using the Project Management Book of Knowledge (PMBOK) from the Project Management Institute (PMI).	This <u>CTE program that was developed based on labor market data</u> , is a noncredit enhanced course that belongs on the ~~certificate~~ <u>Certificate of completion</u> ~~Completion~~ in Project Management ~~Practitioner~~ . This course ~~provides a foundation for Project Management basics using the Project Management Book of Knowledge (PMBOK) from the Project Management Institute (PMI).~~ <u>Practitioner</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	No value	

CTE Course

Changed	Field	Current Version	Proposed Version

	Is this a CTE (Career Technical Education) course?	Yes	Yes

Honors/Non-honors Course

Changed	Field	Current Version	Proposed Version

	Is this an honors/non-honors course?	No	No

Mirrored Credit/Noncredit Course

Changed	Field	Current Version	Proposed Version
	Is this a mirrored credit/noncredit course?	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course	Yes - don't forget to duplicate the revisions in the mirrored credit/noncredit course

Cross-listed Course

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

Foothill Equivalency

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is designed to ensure that every student can see themselves as a capable and confident project manager. We use inclusive examples, team-based activities, and accessible project management tools so that learners from all backgrounds, experiences, and learning styles can fully participate and succeed. Assignments allow students to draw on their own lived experiences and professional interests, while flexible instructional methods—such as collaborative work, guided practice, and instructor support—create multiple pathways for engagement. We emphasize respect, cultural awareness, and shared leadership within teams to foster a learning environment where diverse perspectives strengthen project outcomes. Our goal is to ensure that each student not only gains essential project management skills, but also feels valued, supported, and empowered to lead real-world projects with equity, empathy, and integrity. The course also aligns with Universal Design for Learning principles by providing multiple means of engagement, representation, and expression. Course materials use accessible language, clearly define technical terminology, and reflect diverse perspectives in contemporary project management practice.</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	99	99
	Grade Options	• Letter Grade • Pass/No Pass	• Letter Grade • 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

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	No

Associated Programs

Changed	Field	Current Version	Proposed Version

	Course is part of a program	<table border="1"> <tbody> <tr> <td>Associated Program</td> <td>Project Management Practitioner</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </tbody> </table>	Associated Program	Project Management Practitioner	Award Type	Certificate of Completion	<table border="1"> <tbody> <tr> <td>Associated Program</td> <td>Project Management Practitioner</td> </tr> <tr> <td>Award Type</td> <td>Certificate of Completion</td> </tr> </tbody> </table>	Associated Program	Project Management Practitioner	Award Type	Certificate of Completion
Associated Program	Project Management Practitioner										
Award Type	Certificate of Completion										
Associated Program	Project Management Practitioner										
Award Type	Certificate of Completion										

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

Changed	Field	Current Version	Proposed Version
	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	Workforce Preparation Enhanced Funding.	Workforce Preparation Enhanced Funding.

	Course Credit Status (CB04)	Non-Credit	Non-Credit

	Course Non Credit Category (CB22)	Workforce Preparation.	Workforce Preparation.

	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

Changed	Field	Current Version	Proposed Version
	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 Collaborative projects Collaborative learning and small group exercises Discussion and problem solving performed in class Discussion of assigned reading Lecture and visual aids Guest speakers Discussion and problem solving performed in class		Methods of Instruction Methods of Instruction Collaborative projects Collaborative learning and small group exercises Discussion and problem solving performed in class Discussion of assigned reading Lecture and visual aids Guest speakers Discussion and problem solving performed in class	

Changed	Field	Current Version	Proposed Version
	Assignments	1. Homework assignments include case studies requiring application of PMBOK Theory. 2. Readings from text. 3. Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate project management software to complete a given set of computer-related tasks.	1. Understanding Modern Project Complexity. Task: Analyze a modern real-world project and explain its range, scope, and complexity. Discuss how technical, organizational, and environmental factors influence project uncertainty and decision-making. Connect your analysis to a systems-thinking perspective on project management. 2. PMBOK Framework and Process Application. Task: Summarize the Project Management Body of Knowledge (PMBOK) framework and explain how its process groups and knowledge areas guide modern project management. Apply the PMBOK processes to structure project resources for a selected project scenario. 3. Project Scope Definition and Scope Statement. Task: Develop a detailed project scope statement based on a given project scenario. Include clearly defined deliverables, assumptions, constraints, success criteria, and requirements complexity. Explain how scope definition influences project outcomes. 4. Strategic Perspective and Organizational Alignment. Task: Evaluate a project from a strategic and systems perspective. Describe how social, economic, environmental, and organizational processes influence scope definition and project priorities. Explain how project objectives align with organizational strategy.

Changed	Field	Current Version	Proposed Version
			5. Human Resource and Communication Management Planning. Task: Create a human resource management plan that satisfies project scope requirements. Include staffing roles, responsibilities, and strategies for building team synergy. Develop a communication management plan for a global or multicultural team, addressing communication challenges and cultural considerations. 6. Schedule and Cost Management Planning. Task: Develop a project schedule using PMBOK processes, including a Work Breakdown Structure (WBS), activity sequencing, schedule development, and schedule controls. Create a cost management plan and project budget, identifying controls to mitigate cost-related risks. 7. Risk and Change Management Strategy. Task: Design a risk identification and mitigation strategy for a project. Perform qualitative or quantitative risk analysis and develop response plans. Create a change management plan explaining how scope, schedule, and cost changes will be evaluated and controlled throughout the project lifecycle. 8. Project Execution, Control, and Continuous Improvement. Task: Role-play the function of a modern project manager by synthesizing project execution activities using PMBOK processes. Demonstrate how quality, communication, schedule, budget, and scope are monitored and controlled.

Changed	Field	Current Version	Proposed Version
			Reflect on lessons learned from past projects and explain how they can improve future organizational planning and project performance.

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. One or two midterm examinations requiring students applying topics covered in the lectures and reading. To be evaluated on correctness. 2. Exams testing knowledge of PMBOK theory. To be evaluated on correctness. 3. Final examination requiring students to applying topics covered in the lectures, reading, and assignments. 4. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement project management software to complete a given set of computer-related tasks.	Methods of Evaluation 1. One or two midterm examinations requiring students applying topics covered in the lectures and reading. To be evaluated on correctness. 2. Exams testing knowledge of PMBOK theory. To be evaluated on correctness. 3. Final examination requiring students to applying topics covered in the lectures, reading, and assignments. 4. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement project management software to complete a given set of computer-related tasks. 5. Instructors provide sample

Changed	Field	Current Version	Proposed Version
			assignments, models of successful work, and grading rubrics to clarify expectations and support student success.
	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	<table><tr><td>Title</td><td>A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition and The Standard for Project Management (ENGLISH) Seventh edition</td></tr><tr><td>Author</td><td>Project Management Institute</td></tr><tr><td>Publisher</td><td>Project Management Institute</td></tr><tr><td>Date/Edition</td><td>August 2021/7th Edition</td></tr><tr><td>ISBN</td><td>978-1628256642</td></tr></table>	Title	A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition and The Standard for Project Management (ENGLISH) Seventh edition	Author	Project Management Institute	Publisher	Project Management Institute	Date/Edition	August 2021/7th Edition	ISBN	978-1628256642	<table><tr><td>Title</td><td>A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition and The Standard for Project Management (ENGLISH) Seventh edition</td></tr><tr><td>Author</td><td>Project Management Institute</td></tr><tr><td>Publisher</td><td>Project Management Institute</td></tr><tr><td>Date/Edition</td><td>August 2021/7th Edition</td></tr><tr><td>ISBN</td><td>978-1628256642</td></tr></table>	Title	A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition and The Standard for Project Management (ENGLISH) Seventh edition	Author	Project Management Institute	Publisher	Project Management Institute	Date/Edition	August 2021/7th Edition	ISBN	978-1628256642
		Title	A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition and The Standard for Project Management (ENGLISH) Seventh edition																				
		Author	Project Management Institute																				
		Publisher	Project Management Institute																				
		Date/Edition	August 2021/7th Edition																				
		ISBN	978-1628256642																				
		Title	A Guide to the Project Management Body of Knowledge (PMBOK® Guide) – Seventh Edition and The Standard for Project Management (ENGLISH) Seventh edition																				
		Author	Project Management Institute																				
		Publisher	Project Management Institute																				
		Date/Edition	August 2021/7th Edition																				
ISBN	978-1628256642																						
		<table><tr><td>Title</td><td>Project Management - A Practicum</td></tr><tr><td>Author</td><td>Sukhjrit (Bob) Singh</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>June 2026</td></tr><tr><td>ISBN</td><td>Not available.</td></tr></table>	Title	Project Management - A Practicum	Author	Sukhjrit (Bob) Singh	Publisher	LibreText	Date/Edition	June 2026	ISBN	Not available.											
Title	Project Management - A Practicum																						
Author	Sukhjrit (Bob) Singh																						
Publisher	LibreText																						
Date/Edition	June 2026																						
ISBN	Not available.																						
		</																					

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Explain the range, scope, and complexity of modern projects. • Identify a strategic and system perspective on management of projects. • Role-play modern project manager function to synthesize project execution process in PMBOK. • Practice applying modern project management tools and techniques.	• Explain the range, scope, and complexity of modern projects. • Identify a strategic and system perspective on management of projects. • Role-play modern project manager function to synthesize project execution process in PMBOK. • Practice applying modern project management tools and techniques.

CSLOs**CSLOs**

Manage projects using five bodies of knowledge including initiation, planning, control, execution and closing.

Expected SLO Performance

0.0

CSLOs

Manage projects using five bodies of knowledge including initiation, planning, control, execution and closing.

Expected SLO Performance

0.0

CSLOs

Manage project risks by identifying them and mitigating them.

Expected SLO Performance

0.0

CSLOs

Manage project risks by identifying them and mitigating them.

Expected SLO Performance

0.0

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Explain the range, scope, and complexity of modern projects. 1. Introduction to Project Management Book of Knowledge (PMBOK) theory. 2. Develop project scope based on complexity of requirements. 3. Develop project scope statement complete with information on deliverables, assumptions, constraint and success criteria. 4. Applying PMBOK process to structure resources. 5. Integrate social, economic and environmental factors and organizational processes into project scope definition. 2. Identify a strategic and system perspective on management of projects. 1. Develop a human resource management plan that satisfies project requirements defined in project scope. 2. Refine project scope and compile project definition and approach that will guide the entire project plan. 3. Develop a change management plan that can help in managing project risks. 4. Develop a cost management plan using PMBOK process. 5. Develop a schedule that involves sequencing event, Work Breakdown	1. Explain the range, scope, and complexity of modern projects. 1. Introduction to Project Management Book of Knowledge (PMBOK) theory. 2. Develop project scope based on complexity of requirements. 3. Develop project scope statement complete with information on deliverables, assumptions, constraint and success criteria. 4. Applying PMBOK process to structure resources. 5. Integrate social, economic and environmental factors and organizational processes into project scope definition. 2. Identify a strategic and system perspective on management of projects. 1. Develop a human resource management plan that satisfies project requirements defined in project scope. 2. Refine project scope and compile project definition and approach that will guide the entire project plan. 3. Develop a change management plan that can help in managing project risks. 4. Develop a cost management plan using PMBOK process. 5. Develop a schedule that involves sequencing event, Work Breakdown

Changed	Field	Current Version	Proposed Version
		Structure (WBS), activity sequencing, schedule development and schedule controls. 6. Prepare project budget and necessary controls to mitigate risks associated with cost. 3. Role-play modern project manager function to synthesize project execution process in PMBOK. 1. Exercise control on quality, communication, schedule, budget and scope of a project. 2. Apply lessons from past projects in improvement of organizational planning. 3. Learn about staffing management and developing team synergy in multicultural environments. 4. Practice applying modern project management tools and techniques. 1. Develop a communication management plan for global team being mindful of multiculturalism. 2. Design a risk identification and mitigation strategy and implement it for project requirements. 3. Perform risk analysis for projects and produce a response thereby creating a set of controls that would mitigate the risks. 4. Learn the basics of procurement planning	Structure (WBS), activity sequencing, schedule development and schedule controls. 6. Prepare project budget and necessary controls to mitigate risks associated with cost. 3. Role-play modern project manager function to synthesize project execution process in PMBOK. 1. Exercise control on quality, communication, schedule, budget and scope of a project. 2. Apply lessons from past projects in improvement of organizational planning. 3. Learn about staffing management and developing team synergy in multicultural environments. 4. Practice applying modern project management tools and techniques. 1. Develop a communication management plan for global team being mindful of diverse stakeholder identities and multiculturalism. 2. Design a risk identification and mitigation strategy and implement it for project requirements. 3. Perform risk analysis for projects and produce a response thereby creating a set of controls that would mitigate the risks. 4. Learn the basics of procurement planning

Changed	Field	Current Version	Proposed Version
		and contract management.	and contract management.
	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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	None	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

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):	NONCREDIT: (This is a noncredit enhanced, CTE course.)	NONCREDIT: (This is a noncredit enhanced, CTE 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.	Explain the range, scope, and complexity of modern projects. Identify a strategic and system perspective on management of projects.	Explain the range, scope, and complexity of modern projects. Identify a strategic and system perspective on management of projects.
	Objective 2: Develop analytical ideas and topics for essays.	Explain the range, scope, and complexity of modern projects.	Explain the range, scope, and complexity of modern projects.
	Objective 3: Compose and support thesis statements for analytical essays.	Role-play modern project manager function to synthesize project execution process in PMBOK.	Role-play modern project manager function to synthesize project execution process in PMBOK.
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	Identify a strategic and system perspective on management of projects. Role-play modern project manager function to synthesize project execution process in PMBOK.	Identify a strategic and system perspective on management of projects. Role-play modern project manager function to synthesize project execution process in PMBOK.
	Objective 5: Identify and practice writing for different audiences and purposes.	Practice applying modern project management tools and techniques	Practice applying modern project management tools and techniques

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	Identify a strategic and system perspective on management of projects Role-play modern project manager function to synthesize project execution process in PMBOK	Identify a strategic and system perspective on management of projects Role-play modern project manager function to synthesize project execution process in PMBOK
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	Identify a strategic and system perspective on management of projects	Identify a strategic and system perspective on management of projects
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	Role-play modern project manager function to synthesize project execution process in PMBOK	Role-play modern project manager function to synthesize project execution process in PMBOK
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	Explain the range, scope, and complexity of modern projects. Identify a strategic and system perspective on management of projects.	Explain the range, scope, and complexity of modern projects. Identify a strategic and system perspective on management of projects.

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	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

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)	CIS 395A	CIS 395A
	Course Status	New	New
	Course Characteristics	CTE Noncredit Enhanced	CTE 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)	10/03/2023	No Value
!	Hybrid Approval Date (MM/DD/YYYY)	10/03/2023	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	CCN requisite changes appr. 9/23/24 (effect. F25). -mc	CCN requisite changes appr. 9/23/24 (effect. F25). -mc

Comments

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 or Initiator's Response
			1/10/2026	Basics	Justification	Required	Needs a statement that addresses "addresses the following: How does this course meet a student-identified need and how it is different from other course offerings (especially if this course is part of a sequence)? (NOTE: Limit this to no more than 2-3 concise sentences)."	y - answered by "CTE program that was developed based on labor market data"
			1/10/2026	Basics	Justification	Required	For DEI initiative there should be representative descriptions of assignments faculty may use.	Y
			Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			2/2/2026	Learning Outcomes	Course Justification	Required	Course justification statement is missing stating it is CTE and also how it is different from other courses. Suggest: This CTE course is required for earning a Project Management Practitioner Degree Program. This course provides the foundation for passing the certification exam called PMI Professional in Business Analysis offered by PMI.org. This course is CSU transferable.	Y

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value						
			Date	Tab	Part - Field	Type of Edit	Edit	
			02/10/2026	Basic Course DEI Information	DEI Review	Suggested	This is an excellent DEI statement! Consider one small addition to specifically note that the course provides multiple means of engagement, expression, and representation for students in keeping with best practices from universal design for learning	y

Changed	Questions	Current Version	Proposed Version
			Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the initiator response box. Please also let me know in the initiator response box if your textbook is low cost (i.e. under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.
		02/10/2026	Specifications of Primary Texts and References Required y

Changed	Questions	Current Version	Proposed Version
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong and/or
02/10/2026	Specifications	Examples of Primary Texts and References	Suggested
02/10/2026	Specifications	Methods of Evaluation	Suggested
			successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please disregard.

Changed	Questions	Current Version	Proposed Version
			Consider small revisions to the following: "Develop a communication management plan for global team being mindful of multiculturalism" y -- "Develop a communication management plan for global team being mindful of diverse stakeholder identities and multiculturalism."
		02/10/2026	Outline
		Course Outline	Suggested
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: 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	CISD395A

	Distance Education Approved	Yes

	Board of Trustees Approval Date	

	Curriculum Committee Approval Date	Oct 3, 2023 12:00:00 AM

	Time to Next Review	Sep 1, 2025 12:00:00 AM

	External Review Approval Date	Sep 1, 2020 12:00:00 AM

	Course Control Number	

Articulation

Changed	Field	Current Version

	Course Crosswalk CRS-DEPT- NAME	

	Course Crosswalk CRS-NUMBER	

De Anza College

Change Report

03/03/2026

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.

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.
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Sukhjot Singh
	Course ID (CB01A and CB01B)	CISD095J	CISD095J
	Course Control Number	CCC000615076	CCC000615076
	Course Title (CB02)	Applying Emotional Intelligence for Effective Project Management	Applying Emotional Intelligence for Effective Project Management
	Short Course Title	APPLY EMOTIONAL INTEL EFFEC PM	APPLY EMOTIONAL INTEL EFFEC PM

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0506.00	0506.00 Business Management
	CIP Code	Business Administration and Management, General	52.0201 Business Administration and Management, General
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	Course Description	This course focuses on applying emotional intelligence for the role of a project manager; selecting a project; selecting a team; documentation and tracking of a project using Project Manager Book of Knowledge (PMBOK) Theory.	This course helps you develop the emotional intelligence and leadership skills essential for effective project management. You'll learn how to select the right project, build and motivate a high-performing team, and apply PMBOK-aligned tools for documentation, tracking, and successful project delivery. Through practical exercises and real-world scenarios, you'll gain the confidence to lead with clarity, empathy, and professionalism—skills that set top project managers apart.
	Course Type (CB27)	• Lower Division	• Lower Division
!	Mode of Delivery	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - CIS

Formerly Statement			
Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification			
Changed	Field	Current Version	Proposed Version
	Course Justification	This course is required for earning a Project Management Practitioner Certificate of Achievement. This course also provides a foundation for dealing with emotional intelligence for effective project management. This course is CSU transferable.	This <u>CTE</u> course is required for earning a Project Management Practitioner Certificate of Achievement. This course also provides a foundation for dealing with emotional intelligence for effective project management. This course is CSU transferable.

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is built on a commitment to Diversity, Equity, and Inclusion by fostering a learning environment where every student feels welcomed, respected, and supported. Course content, examples, and assignments intentionally reflect diverse perspectives and real-world contexts, while instructional methods are designed to be accessible, culturally responsive, and inclusive of different learning styles and backgrounds. Evaluation practices are transparent, fair, and focused on growth, ensuring that all students—regardless of identity, lived experience, or previous exposure to the subject—have equitable opportunities to succeed and fully engage in the learning experience. The course is further structured in alignment with Universal Design for Learning principles by providing multiple means of engagement, representation, and expression. Course materials use accessible language, clearly define technical terminology, and reflect diverse perspectives in contemporary project management practice.</u>



Please check all areas in the COR that address DEI.

No value

- Basic Course Information - Course Description
- Specifications - Assignments
- Specifications - Examples of Primary Texts and References
- Specifications - Methods of Instruction
- Specifications - Methods of Evaluation
- Outline - Course Outline

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

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	No

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program	Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
	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

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	108	108
	Lecture Hours - Course In-Class (Contact) per Term	36	36
	Lecture Hours - Course Out-of-Class per Term	72	72
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	36	36
	Total - Course Out-of-Class Hours	72	72

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	108	108
	Total Laboratory Hours per Term	-	0
	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 Projects Collaborative learning and group exercises Discussion and problem solving performed in class Discussion of assigned reading Lecture and visual aids	Methods of Instruction Methods of Instruction Projects Collaborative learning and group exercises Discussion and problem solving performed in class Discussion of assigned reading Lecture and visual aids
	Assignments	- Homework assignments include case studies requiring application of EI concepts. - Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate	- Homework assignments include written case study analyses, applied exercises, and/or brief presentations requiring application of Emotional Intelligence (EI) concepts. Selected assignments include opportunities for reflection and revision based on instructor or peer feedback and allow students to connect EI concepts to their own professional or personal experiences. - Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate

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

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. One midterm examination – multiple choice questions to evaluate students' understanding of concepts discussed in class and from homework assignments. To be evaluated on correctness. 2. Final project requiring students to applying topics covered in the lectures, reading, and assignments. To be evaluated based appropriate application of techniques discussed in model cases. 3. In-class exercises, group exercises, and/or online exercises demonstrating ability to apply emotional intelligence principles to project management.	Methods of Evaluation 1. One midterm examination – multiple choice questions to evaluate students' understanding of concepts discussed in class and from homework assignments. To be evaluated on correctness. 2. Final project requiring students to applying topics covered in the lectures, reading, and assignments. To be evaluated based appropriate application of techniques discussed in model cases. 3. In-class exercises, group exercises, and/or online exercises demonstrating ability to apply emotional intelligence principles to project management.

Changed	Field	Current Version	Proposed Version
		To be evaluated based appropriate application of techniques discussed in model cases.	To be evaluated based appropriate application of techniques discussed in model cases. Instructors provide sample assignments, models of successful work, and grading rubrics to clarify expectations and support student success.
	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	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Emotional Intelligence: Why It Can Matter More Than IQ, Daniel Goleman, 2005, Bantam Books.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Emotional Intelligence: Why It Can Matter More Than IQ, Daniel Goleman, 2005, Bantam Books.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>The Emotional Intelligence Advantage: How Anyone Can Gain Emotional Control, Enhance Leadership Skills, and Build Stronger Relationships In Just A Few Minutes Per Day.</td></tr><tr><td>Author</td><td>Connell Lewis</td></tr><tr><td>Publisher</td><td>Independently published</td></tr><tr><td>Date/Edition</td><td>January 14, 2025</td></tr><tr><td>ISBN</td><td>979-8301319020</td></tr></table>	Title	The Emotional Intelligence Advantage: How Anyone Can Gain Emotional Control, Enhance Leadership Skills, and Build Stronger Relationships In Just A Few Minutes Per Day.	Author	Connell Lewis	Publisher	Independently published	Date/Edition	January 14, 2025	ISBN	979-8301319020
		Title	No value																				
		Author	Emotional Intelligence: Why It Can Matter More Than IQ, Daniel Goleman, 2005, Bantam Books.																				
		Publisher	No value																				
		Date/Edition	No value																				
		ISBN	No value																				
		Title	The Emotional Intelligence Advantage: How Anyone Can Gain Emotional Control, Enhance Leadership Skills, and Build Stronger Relationships In Just A Few Minutes Per Day.																				
		Author	Connell Lewis																				
		Publisher	Independently published																				
		Date/Edition	January 14, 2025																				
ISBN	979-8301319020																						
<table><tr><td>Title</td><td>Emotional Intelligence: Why It Can Matter More Than IQ,</td></tr><tr><td>Author</td><td>Daniel Goleman,</td></tr><tr><td>Publisher</td><td>Bantam Books.</td></tr><tr><td>Date/Edition</td><td>2005/10th Anniversary</td></tr><tr><td>ISBN</td><td>978-0553383713</td></tr></table>	Title	Emotional Intelligence: Why It Can Matter More Than IQ,	Author	Daniel Goleman,	Publisher	Bantam Books.	Date/Edition	2005/10th Anniversary	ISBN	978-0553383713													
Title	Emotional Intelligence: Why It Can Matter More Than IQ,																						
Author	Daniel Goleman,																						
Publisher	Bantam Books.																						
Date/Edition	2005/10th Anniversary																						
ISBN	978-0553383713																						
<table><tr><td>Title</td><td>Applying Emotional Intelligence for Effective Project Management</td></tr><tr><td>Author</td><td>Ravi Ravikumar</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>June 2026</td></tr></table>	Title	Applying Emotional Intelligence for Effective Project Management	Author	Ravi Ravikumar	Publisher	LibreText	Date/Edition	June 2026															
Title	Applying Emotional Intelligence for Effective Project Management																						
Author	Ravi Ravikumar																						
Publisher	LibreText																						
Date/Edition	June 2026																						

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

No value

**Suggested Reading List****Reading List** None.**May include, but are not limited to** No value

No value

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

- Recognize the impact of emotions in the workplace.
- Describe emotional intelligence and how is it different from IQ.
- Apply four key competencies of emotional intelligence.
- Adapt emotional intelligence in the workplace and for project management
- Apply techniques to improve emotional intelligence.

- Recognize the impact of emotions in the workplace.
- Describe emotional intelligence and how is it different from IQ.
- Apply four key competencies of emotional intelligence.
- Adapt emotional intelligence in the workplace and for project management
- Apply techniques to improve emotional intelligence.

Changed	Field	Current Version		Proposed Version	
	CSLOs	CSLOs Recognize emotions in the workplace and practice empathy and rapport to better manage project tensions due to emotions.		CSLOs Recognize emotions in the workplace and practice empathy and rapport to better manage project tensions due to emotions.	
		Expected SLO Performance 0.0		Expected SLO Performance 0.0	

Course Outline

Changed	Field	Current Version	Proposed Version
!	Course Content	1. Recognize the impact of emotions in the workplace. 1. Practical view of project management – Project, people and typical lack of influence 2. People issues in project management and their impact 3. Discuss real-world examples and their impact on projects 4. PMBOK's HR and Communication management 5. Group development models for project management 2. Describe emotional intelligence and how is it different from IQ. 1. What is it? 2. Review multiple videos on emotional intelligence (EQ) – HBR, Goleman, etc. 3. How is EQ different from IQ 4. Review and discussion of Bradberry's TED Talk video 3. Apply four key competencies of emotional intelligence. 1. Self-awareness and self-management: What are they? Impact of their absence? 2. Social awareness and relationship management: What are they? Impact of their absence? 4. Adapt emotional intelligence in the workplace and for project management 1. Review practical examples from workplaces	1. Recognize the impact of emotions in the workplace. 1. Practical view of project management – Project, people and typical lack of influence 2. People issues in project management and their impact 3. Discuss real-world examples and their impact on projects 4. PMBOK's HR and Communication management 5. Group development models for project management 2. Describe emotional intelligence and how is it different from IQ. 1. What is it? 2. Review multiple videos on emotional intelligence (EQ) – HBR, Goleman, etc. 3. How is EQ different from IQ 4. Review and discussion of Bradberry's TED Talk video 3. Apply four key competencies of emotional intelligence. 1. Self-awareness and self-management: What are they? Impact of their absence? 2. Social awareness and relationship management: What are they? Impact of their absence? 4. Adapt emotional intelligence in the workplace and project management contexts, recognizing diverse identities, power dynamics, and potential structural barriers that may

Changed	Field	Current Version	Proposed Version
		2. Recognizing and understanding emotions 3. Influencing without authority 4. Cultivating empathy 5. Importance of non-judgement 6. Communicating empathy 7. Rapport in relationship management 8. Practicing rapport 9. Review the application of emotional intelligence to a difficult workplace situation 5. Apply techniques to improve emotional intelligence. 1. Action Plan 2. Self-awareness improvement strategies 3. Self-management improvement strategies 4. Social awareness improvement strategies 5. Relationship management improvement strategies	impact team performance and inclusion. 1. Review practical examples from workplaces 2. Recognizing and understanding emotions 3. Influencing without authority 4. Cultivating empathy 5. Importance of non-judgement 6. Communicating empathy 7. Rapport in relationship management 8. Practicing rapport 9. Review the application of emotional intelligence to a difficult workplace situation 5. Apply techniques to improve emotional intelligence. 1. Action Plan 2. Self-awareness improvement strategies 3. Self-management improvement strategies 4. Social awareness improvement strategies 5. Relationship management improvement strategies
	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):	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	Recognize the impact of emotions in the workplace. Describe emotional intelligence and how is it different from IQ.
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Apply four key competencies of emotional intelligence. Adapt emotional intelligence in the workplace and for project management
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Apply four key competencies of emotional intelligence. Adapt emotional intelligence in the workplace and for project management
!	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Adapt emotional intelligence in the workplace and for project management Apply techniques to improve emotional intelligence.

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Adapt emotional intelligence in the workplace and for project management Apply techniques to improve emotional intelligence.
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Recognize the impact of emotions in the workplace. Describe emotional intelligence and how is it different from IQ.
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Adapt emotional intelligence in the workplace and for project management Apply techniques to improve emotional intelligence.
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Apply four key competencies of emotional intelligence. Adapt emotional intelligence in the workplace and for project management Apply techniques to improve emotional intelligence.
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Describe emotional intelligence and how is it different from IQ.

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	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

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)	CIS 095J	CIS 095J
	Course Status	New	New
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	05/28/2019	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

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 or Initiator's Response
			2/2/2026	Learning Outcomes	Course Justification	Required	This CTE course is required for earning a Project Management Practitioner Degree Program. This course also provides the foundation for passing the certification exam called PMI Professional in Business Analysis offered by PMI.org. This course is CSU transferable.	y

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit		
			02/10/2026	Basic Course Description	DEI Review	Suggested	Great job with this DEI statement! Consider one small addition to specifically note that the course provides multiple means of engagement, expression, and representation for students in keeping with best practices from universal design for learning. Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the instructor response box. Please also let me know if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	y	
			02/10/2026	Specifications	Examples of Primary Texts and References	Required		y	

Changed	Questions	Current Version	Proposed Version

02/10/2026	Specifications	Examples of Primary Texts and References	Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this list of assignments. For "B. Homework assignments include case studies requiring application of EI concepts. Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate" -- are these written, computational, or auditory/presentation? Consider adding a bit more information to this assignment to clarify. Additionally, are any assignments
		Assignments	are designed to provide students with choices in how they demonstrate proficiency and encourage students to connect course content to their own life, background, and experiences, and/or does one or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider adding to relevant assignment. If not appropriate, please disregard.

Changed	Questions	Current Version	Proposed Version	
				Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please disregard.
		02/10/2026	Specifications	Methods of Evaluation
				Suggestednot appropriate, y
				If you'd like to add the recommended edit to <i>just the relevant evaluation method(s)</i>, please feel free! If you feel it is more appropriate as its own evaluation method, please let me know.
				Consider a small revision/addition to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. If this is already included in the outline (under D,
		02/10/2026	Outline	Course Outline
				SuggestedAdapt emotional y
				intelligence in the workplace and for project management), let me know in the Initiator Response box and consider adding to DEI statement. If not appropriate, please disregard.
	Stage 4: Articulation Officer	No Value	No Value	
	Stage 5: De Anza General Education	No Value	No Value	

Changed	Questions	Current Version	Proposed Version

**Stage 6:
Content
Review
Matrix
Liaison**

No
Value

No Value

**Stage 7:
Dean of
Online
Learning**

No
Value

No Value

**Stage 8:
SLO
Coordinator**

No
Value

No Value

**Stage 10:
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

CISD095J

**Distance
Education
Approved**

Yes

**Board of
Trustees
Approval Date**

**Curriculum
Committee
Approval Date**

**Time to Next
Review**

Sep 1, 2025 12:00:00 AM

**External
Review
Approval Date**

Sep 1, 2020 12:00:00 AM

Changed	Field	Current Version
	Course Control Number	CCC000615076

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

De Anza College

Change Report

03/03/2026

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	Course Objectives
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.
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 2: Department Chair
Comments	Stage 3: DEI
Course Justification	Course Justification
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Sukhjot Singh
	Course ID (CB01A and CB01B)	CISD095L	CISD095L
	Course Control Number	CCC000615078	CCC000615078
	Course Title (CB02)	Portfolio Management - A Practicum	Portfolio Management - A Practicum
	Short Course Title	PORTFOLIO MANAGMNT - A PRACTIC	PORTFOLIO MANAGMNT - A PRACTIC

Changed	Field	Current Version	Proposed Version
	TOP Code (CB03)	0506.00	0506.00 Business Management
	CIP Code	Business Administration and Management, General	52.0201 Business Administration and Management, General
	Department	CIS - Computer Sci and Info Systems	CIS - Computer Sci and Info Systems
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	C - Clearly Occupational	C - Clearly Occupational
!	Course Description	This course focuses on the role of a portfolio manager, doing a strategic alignment, governance, managing portfolio performance, risk and communication.	This course equips you with the skills and mindset of a modern portfolio manager, guiding you through strategic alignment, governance, performance management, risk analysis, and high-impact communication. You'll learn how to evaluate and prioritize projects, balance resources, and drive organizational value—skills that are essential for leadership roles in today's fast-paced, strategy-driven environments.
	Course Type (CB27)	• Lower Division	• Lower Division
!	Mode of Delivery	• Hybrid	• Online • Hybrid

Faculty Requirements

Changed	Field	Current Version	Proposed Version
!	Discipline 1	No value	• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)
	Discipline 2	No value	No value
	Discipline 3	No value	No value

Changed	Field	Current Version	Proposed Version
	FSA	No value	FHDA FSA - CIS

Formerly Statement

Changed	Field	Current Version	Proposed Version
	Formerly Statement	No value	

Course Justification

Changed	Field	Current Version	Proposed Version
	Course Justification	This course is required for earning a Project Management Practitioner Associate's Degree. This course provides a foundation for portfolio management basics using material from the Project Management Institute (PMI). This course is CSU transferable.	This <u>CTE</u> course is required for earning a Project Management Practitioner Associate's Degree. This course provides a foundation for portfolio management basics using material from the Project Management Institute (PMI). This course is CSU transferable.

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is guided by a commitment to Diversity, Equity, and Inclusion by creating a learning environment where every student—regardless of background, identity, lived experience, or prior preparation—feels welcomed, supported, and empowered to succeed. Course materials and examples reflect diverse perspectives; assignments allow multiple ways to demonstrate learning; and instruction incorporates accessible, inclusive practices that honor different learning styles and needs. Assessments are transparent and equitable, focusing on growth, mastery, and meaningful feedback. Together, these practices ensure that all students have a fair opportunity to thrive and fully engage in the learning experience. The course is further structured in alignment with Universal Design for Learning principles by providing multiple means of engagement, representation, and expression. Course materials use accessible language, clearly define technical terminology, and reflect diverse perspectives in contemporary project management practice.</u>
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Assignments • Specifications - Examples of Primary Texts and References • Specifications - Methods of Instruction • Specifications - Methods of Evaluation • Outline - Course Outline

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

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	No

Associated Programs

Changed	Field	Current Version	Proposed Version

Course is part of a program	Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
	Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
	Associated Program	Project Management Practitioner	Associated Program	Project Management Practitioner
	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

Changed	Field	Current Version	Proposed Version
	Transfer Status	Approved	Approved
	GE Information	No value	No value

Weekly Student Hours - Profile Name: Default Profile

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

Course Student Hours - Profile Name: Default Profile

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

Changed	Field	Current Version	Proposed Version
	Total Student Learning Hours	144	144
	Lecture Hours - Course In-Class (Contact) per Term	48	48
	Lecture Hours - Course Out-of-Class per Term	96	96
	Laboratory Hours - Course In-Class (Contact) per Term	0	0
	Laboratory Hours - Course Out-of-Class per Term	0	0
	NA Hours - Course In-Class (Contact) per Term	0	0
	NA Hours - Course Out-of-Class per Term	0	0
	Total - Course In-Class (Contact) Hours	48	48
	Total - Course Out-of-Class Hours	96	96

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	4	4
	Total Credit Units - Maximum Credit Units	4	4

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

SKIP

Changed	Field	Current Version	Proposed Version
	SKIP	No Value	No Value

Specifications

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction Collaborative projects Collaborative learning and small group exercises Discussion and problem solving performed in class Discussion of assigned reading Lecture and visual aids Guest speakers Discussion and problem solving performed in class	Methods of Instruction Methods of Instruction Collaborative projects Collaborative learning and small group exercises Discussion and problem solving performed in class Discussion of assigned reading Lecture and visual aids Guest speakers Discussion and problem solving performed in class
	Assignments	- Homework assignments include case studies requiring application of Program Management practices. - Readings from text. - Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate program management software to complete a given set of computer-related tasks.	- Homework assignments include case studies requiring application of Program Management practices. - Readings from text. - Participation in applied software exercises, written analyses, and/or brief presentations demonstrating the ability to critically evaluate the appropriate use of portfolio management software to complete defined tasks. Selected assignments allow students to revise work based on instructor feedback and apply portfolio management concepts to professional contexts relevant to their interests.

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

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. One or two midterm examinations requiring students to apply topics covered in the lectures and reading. To be evaluated on correctness. 2. Exams testing knowledge of Program Management practices. To be evaluated on correctness. 3. Final examination requiring students to applying topics covered in the lectures, reading, and assignments. 4. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement program management software to complete a given set of computer-related tasks.	Methods of Evaluation 1. One or two midterm examinations requiring students to apply topics covered in the lectures and reading. To be evaluated on correctness. 2. Exams testing knowledge of Program Management practices. To be evaluated on correctness. 3. Final examination requiring students to applying topics covered in the lectures, reading, and assignments. 4. In-class exercises, group exercises, and/or online exercises demonstrating ability to implement program management software to complete a given set of computer-related tasks. Instructors provide

Changed	Field	Current Version	Proposed Version
			sample assignments, models of successful work, and grading rubrics to clarify expectations and support student success.
	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	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>The Standard for Portfolio Management, Project Management Institute, 4th edition, 2017</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	The Standard for Portfolio Management, Project Management Institute, 4th edition, 2017	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>The Standard for Portfolio Management</td></tr><tr><td>Author</td><td>Project Management Institute</td></tr><tr><td>Publisher</td><td>Project Management Institute</td></tr><tr><td>Date/Edition</td><td>4th edition, 2017</td></tr><tr><td>ISBN</td><td>Available on PMI.org</td></tr></table>	Title	The Standard for Portfolio Management	Author	Project Management Institute	Publisher	Project Management Institute	Date/Edition	4th edition, 2017	ISBN	Available on PMI.org
		Title	No value																				
		Author	The Standard for Portfolio Management, Project Management Institute, 4th edition, 2017																				
		Publisher	No value																				
		Date/Edition	No value																				
		ISBN	No value																				
		Title	The Standard for Portfolio Management																				
		Author	Project Management Institute																				
		Publisher	Project Management Institute																				
		Date/Edition	4th edition, 2017																				
ISBN	Available on PMI.org																						
		<table><tr><td>Title</td><td>Program Management : A Practicum</td></tr><tr><td>Author</td><td>Guharaman Janakiraman</td></tr><tr><td>Publisher</td><td>LibreText</td></tr><tr><td>Date/Edition</td><td>June 2026</td></tr><tr><td>ISBN</td><td>Not available.</td></tr></table>	Title	Program Management : A Practicum	Author	Guharaman Janakiraman	Publisher	LibreText	Date/Edition	June 2026	ISBN	Not available.											
Title	Program Management : A Practicum																						
Author	Guharaman Janakiraman																						
Publisher	LibreText																						
Date/Edition	June 2026																						
ISBN	Not available.																						
		No value																					
	Suggested Reading List	<table><tr><td>Reading List</td><td>None.</td></tr><tr><td>May include, but are not limited to</td><td>No value</td></tr></table>	Reading List	None.	May include, but are not limited to	No value																	
		Reading List	None.																				
May include, but are not limited to	No value																						

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Perform activities necessary for aligning portfolio components (programs, projects, and operations) with organizational strategic objectives, goals, and priorities. - Create processes to ensure that portfolio components are authorized and managed effectively. - Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives. - Create a balance in managing risks with established risk appetite of the organization. - Establish processes to communicate with stakeholder and portfolio participants.	- Perform activities necessary for aligning portfolio components (programs, projects, and operations) with organizational strategic objectives, goals, and priorities. - Create processes to ensure that portfolio components are authorized and managed effectively. - Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives. - Create a balance in managing risks with established risk appetite of the organization. - Establish inclusive communication processes for stakeholders and portfolio participants, recognizing diverse stakeholder roles and potential structural barriers that may impact portfolio decision-making.

CSLOs

CSLOs Manage portfolio by identifying strategic objectives, manage program life cycle, manage stakeholder expectations and governance.

Expected SLO Performance 0.0

CSLOs Manage portfolio by identifying strategic objectives, manage program life cycle, manage stakeholder expectations and governance.

Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Perform activities necessary for aligning portfolio components (programs, projects, and operations) with organizational strategic objectives, goals, and priorities. 1. Evaluate strategic goals and objectives, identify prioritization criteria and rank strategic priorities. 2. Create a what-if analysis against prioritization criteria to evaluate and select projects for implementation in portfolio. 3. Create a high level portfolio roadmap with prioritization, interdependency analysis and organizational constraints. 2. Create processes to ensure that portfolio components are authorized and managed effectively. 1. Define a governance model that includes a steering committee, policies, and decision making roles. 2. Define portfolio management standards, protocols, rules and best practices using organizational and domain knowledge. 3. Create a portfolio management plan, roles and responsibilities, governance model, escalation procedures, risk tolerance and governance thresholds, change control and management and	1. Perform activities necessary for aligning portfolio components (programs, projects, and operations) with organizational strategic objectives, goals, and priorities. 1. Evaluate strategic goals and objectives, identify prioritization criteria and rank strategic priorities. 2. Create a what-if analysis against prioritization criteria to evaluate and select projects for implementation in portfolio. 3. Create a high level portfolio roadmap with prioritization, interdependency analysis and organizational constraints. 2. Create processes to ensure that portfolio components are authorized and managed effectively. 1. Define a governance model that includes a steering committee, policies, and decision making roles. 2. Define portfolio management standards, protocols, rules and best practices using organizational and domain knowledge. 3. Create a portfolio management plan, roles and responsibilities, governance model, escalation procedures, risk tolerance and governance thresholds, change control and management and

Changed	Field	Current Version	Proposed Version
		communication procedures.	communication procedures.
		3. Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives.	3. Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives.
		1. Initiate portfolio using roadmap to authorize portfolio structure.	1. Initiate portfolio using roadmap to authorize portfolio structure.
		2. Create Key performance metric data that can be used for governance of portfolio.	2. Create Key performance metric data that can be used for governance of portfolio.
		3. Monitor portfolio performance, escalate issues with recommendation to decision makers and perform effective change management to ensure portfolio is in line with budget and objectives.	3. Monitor portfolio performance, escalate issues with recommendation to decision makers and perform effective change management to ensure portfolio is in line with budget and objectives.
		4. Create a balance in managing risks with established risk appetite of the organization.	4. Create a balance in managing risks with established risk appetite of the organization.
		1. Determine acceptable level of risk for the portfolio, based on organizational and stakeholder risk tolerances, in order to provide input to governance.	1. Determine acceptable level of risk for the portfolio, based on organizational and stakeholder risk tolerances, in order to provide input to governance.
		2. Develop risk management plan, perform dependency analysis and monitor risks related to interdependencies and intradependencies.	2. Develop risk management plan, perform dependency analysis and monitor risks related to interdependencies and intradependencies.
		3. Promote common understanding of portfolio risks with stakeholders and obtain budget approval for a portfolio reserve to avoid risk	3. Promote common understanding of portfolio risks with stakeholders and obtain budget approval for a portfolio reserve to avoid risk

Changed	Field	Current Version	Proposed Version
		exposure and optimize strategic goals and objectives as needed. 5. Establish processes to communicate with stakeholder and portfolio participants. 1. Create the aggregate communication strategy and plan, including methods, recipients, vehicles, timelines and frequencies in order to enable effective communication to stakeholders. 2. Evaluate current communication capability, identify gaps and plan enhancements to reduce the gaps. 3. Verify accuracy, consistency, and completeness of portfolio communication, utilizing governance guidelines, to maintain credibility and satisfaction with all stakeholders.	exposure and optimize strategic goals and objectives as needed. 5. Establish inclusive communication processes for stakeholders and portfolio participants, recognizing diverse stakeholder roles and potential structural barriers that may impact portfolio decision-making. 1. Create the aggregate communication strategy and plan, including methods, recipients, vehicles, timelines and frequencies in order to enable effective communication to stakeholders. 2. Evaluate current communication capability, identify gaps and plan enhancements to reduce the gaps. 3. Verify accuracy, consistency, and completeness of portfolio communication, utilizing governance guidelines, to maintain credibility and satisfaction with all stakeholders.
	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):	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	Perform activities necessary for aligning portfolio components (programs, projects, and operations) with organizational strategic objectives, goals, and priorities.
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Create processes to ensure that portfolio components are authorized and managed effectively. Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Create processes to ensure that portfolio components are authorized and managed effectively. Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives.

Changed	Questions	Current Version	Proposed Version
	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives. Create a balance in managing risks with established risk appetite of the organization.
	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives. Create a balance in managing risks with established risk appetite of the organization.
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives. Create a balance in managing risks with established risk appetite of the organization. Establish processes to communicate with stakeholder and portfolio participants.
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Define activities that continuously monitor and evaluate the performance of the portfolio and report the progress towards achieving strategic objectives. Create a balance in managing risks with established risk appetite of the organization.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Perform activities necessary for aligning portfolio components (programs, projects, and operations) with organizational strategic objectives, goals, and priorities.

Changed	Questions	Current Version	Proposed Version
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Create a balance in managing risks with established risk appetite of the organization.

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

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	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

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)	CIS 095L	CIS 095L
	Course Status	New	New
	Course Characteristics	CTE	CTE
	Cross-Listed/Related Course Information	NA	NA
	Cross-Listed/Related Course ID's	No Value	No Value
	DL Approval Date (MM/DD/YYYY)	No Value	No Value
	Hybrid Approval Date (MM/DD/YYYY)	05/28/2019	No Value

Changed	Questions	Current Version	Proposed Version
	Curriculum Office Notes	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw	- Requisite change appr. 1/17/23 (effect. F23).-cc - CCN requisite changes appr. 9/23/24 (effect. F25). -sw

Comments

Changed	Questions	Current Version	Proposed Version			
	Stage 2: Department Chair	No Value	Date	Tab	Part - Field	Type of Edit
			2/2/2026	Learning Outcomes	Course Justification	Required

						Initiator - Indicate "Y" When Completed or Initiator's Response
						My understanding is that this is a CTE. Please include that in the course justification statement.
						Y

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 3: DEI	No Value	Date	Tab	Part - Field	Type of Edit	Edit		
			02/10/2026	Basic Course Information	DEI Review	Suggested	Nice job with this DEI statement! Consider one small addition to specifically note that the course provides multiple means of expression, and representation for students in keeping with best practices from universal design for learning. Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the instructor response box. Please also let me know if your textbook is low cost (i.e., under \$50.00) -- I believe your example is ! -- and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.		Y
			02/10/2026	Specifications	Examples of Primary Texts and References	Required			Y

Changed	Questions	Current Version	Proposed Version
			Do Examples of Primary Texts and References meet universal design course standards (accessible and inclusive language, explanations of technical terms, etc.), and do they reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator response box, and consider adding this to the DEI statement. Thanks for this list of assignments. For "C. Participation in exercises that demonstrate ability to critically evaluate the proper use of appropriate program management software to complete a given set of computer-related tasks." -- are these written, computational, or auditory/presentation? Consider adding a bit more information to this assignment to clarify. Additionally, are any assignments
		02/10/2026	Specifications Examples of Primary Texts and References Suggested Y
		02/10/2026	Specifications Assignments Suggested Y
			are designed to provide students with choices in how they demonstrate proficiency and encourage students to connect course content to their own life, background, and experiences, and/or does one or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider adding to relevant assignment. If not appropriate, please disregard.

Changed	Questions	Current Version	Proposed Version	
		02/10/2026	Specifications	Thanks for this clear list of evaluation methods. For any of these evaluation methods, do instructors provide examples of strong and/or successful assignments to clarify expectations? If yes, consider adding this to the relevant evaluation method. If not appropriate, please disregard. If you'd like to add the recommended edit to <i>just the relevant evaluation method(s)</i>, please feel free! If you feel it is more appropriate as its own evaluation method, please let me know. Consider a small revision/addition to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject -- perhaps as related to "E. Establish processes to communicate with stakeholder and portfolio participants." If not appropriate, please let me know in the Initiator Response box and disregard.
		02/10/2026	Outline	Methods of Evaluation Course Outline Suggested Y
	Stage 4: Articulation Officer	No Value	No Value	
	Stage 5: De Anza General Education	No Value	No Value	
	Stage 6: Content Review Matrix Liaison	No Value	No Value	

Changed	Questions	Current Version	Proposed Version

Stage 7:
Dean of
Online
Learning

No
Value

No Value

Stage 8:
SLO
Coordinator

No
Value

No Value

Stage 10:
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

CISD095L

Distance
Education
Approved

Yes

Board of
Trustees
Approval Date

Curriculum
Committee
Approval Date

Time to Next
Review

Sep 1, 2025 12:00:00 AM

External
Review
Approval Date

Sep 1, 2020 12:00:00 AM

Course
Control
Number

CCC000615078

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

De Anza College
Change Report
 02/27/2026

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.)
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.)

Section	Changed field
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.)
CO	Hybrid Approval Date (MM/DD/YYYY)
Comments	Stage 3: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information			
Changed	Field	Current Version	Proposed Version
	Faculty Initiator	Shameka Walker	Maike Ahrends
	Course ID (CB01A and CB01B)	GERMD001.	GERMD001.
	Course Control Number	CCC000146532	CCC000146532
	Course Title (CB02)	Elementary German (First Quarter)	Elementary German (First Quarter)
	Short Course Title	ELEM GERMAN-1ST QTR	ELEM GERMAN-1ST QTR
	TOP Code (CB03)	1103.00	1103.00 German
	CIP Code	German Language and Literature	16.0501 German Language and Literature
	Department	GERM - German	GERM - German
	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
	Course Description	This course is an introduction to the language and cultures of the German-speaking countries. Basic speaking, listening, reading and writing of German will be practiced within a cultural framework. Emphasis will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and simple conversation.	This course is an introduction to the language and cultures of the German-speaking countries through diverse perspectives, emphasizing inclusive practices to learning. Students will practice basic speaking, listening, reading and writing skills of German in real-life situations within a cultural framework. The focus will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and simple conversation.
	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	Foreign Languages
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - GERMAN

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 the first of the sequential classes. It meets a general education requirement for De Anza and is a CSU and UC transferable class. It belongs to the AA Degree in Global Studies. The course is a low-level class of Elementary German studies. In addition, it serves the whole community for business-related needs and personal development.	This course is the first of the sequential classes. It meets a general education requirement for De Anza and is a CSU and UC transferable class. It belongs to the AA Degree in Global Studies. The course is a low-level class of Elementary German studies. In addition, it serves the whole community for business-related needs and personal development.

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is an introduction to the language and cultures of the German-speaking countries through diverse perspectives, emphasizing inclusive practices to learning. Students will practice basic speaking, listening, reading and writing skills of German in real-life situations within a cultural framework. The focus will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and simple conversation. This course addresses learner variability: The students will engage in the class materials in multiple ways, ranging from conducting interviews with peers that require spontaneous answers to regular writing tasks that students routinely complete on their own. Moreover, students will engage in meaningful authentic activities to maximize their engagement. They will choose their presentation topics based on their varying personal interests, offering them the opportunity to express themselves in an authentic, meaningful way. There are no representative OER textbooks, and no representative ZTC or otherwise cost conscious options.</u>
	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description

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	German Language and Culture	Associated Program	German Language and Culture
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	German Language and Culture (In Development)	Associated Program	German Language and Culture (In Development)
		Award Type	Certificate of Achievement (COA)	Award Type	Certificate of Achievement (COA)
		Associated Program	Global Studies	Associated Program	Global Studies
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Global Studies	Associated Program	Global Studies
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Global Studies (In Development)	Associated Program	Global Studies (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Global Studies (In Development)	Associated Program	Global Studies (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
		Associated Program	World Languages and Culture	Associated Program	World Languages and Culture
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version												
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU												
	Course General Education Status (CB25)	Y	Y												
	Transfer Status	Approved	Approved												
	GE Information	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	2G3X - Approved.														
-	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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Collaborative learning and small group exercises Quiz and examination review performed in class Homework and extended projects Discussion and problem solving performed in class Field observation and field trips	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Collaborative learning and small group exercises Quiz and examination review performed in class Homework and extended projects Discussion and problem solving performed in class Field observation and field trips

Changed	Field	Current Version	Proposed Version
	Assignments	1. Textbook readings demonstrating correct use of first-quarter elementary-level language structures 2. Textbook readings on cultural topics 3. Readings from authentic sources on cultural, political and economic developments in the German-speaking countries (in English) 4. Textbook and workbook exercises reinforcing correct use of written and spoken elementary-level language functions 5. Listening comprehension exercises reinforcing basic listening and writing skills 6. On-line component exercises reinforcing elementary-level reading, writing, speaking and listening skills 7. Writing assignments demonstrating correct use of elementary-level vocabulary, syntax and sentence structures 8. Oral presentations demonstrating students' interest on cultural phenomena and showing their ability to express themselves correctly at the elementary-level	1. Textbook readings demonstrating correct use of first-quarter elementary-level language structures 2. Textbook readings on cultural topics 3. Readings from authentic sources on cultural, political and economic developments in the German-speaking countries (in English) 4. Textbook and workbook exercises reinforcing correct use of written and spoken elementary-level language functions 5. Listening comprehension exercises reinforcing basic listening and writing skills 6. On-line component exercises reinforcing elementary-level reading, writing, speaking and listening skills 7. Writing assignments demonstrating correct use of elementary-level vocabulary, syntax and sentence structures 8. Oral presentations demonstrating students' interest on cultural phenomena and showing their ability to express themselves correctly at the elementary-level

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. Assigned readings and post-reading activities with simple demonstrations will be evaluated based on the abilities to derive meaning from short, simple texts on familiar topics, to rely on contextual clues and to extract the gist and some detail. 2. Daily written exercises on studied grammar and sentence structures will be assessed based on the abilities to compose comprehensible, simple sentences on familiar topics and to reflect a working command of core vocabulary and language structures. 3. Oral tests on language accuracy, fluency and pronunciation as well as vocabulary quizzes for each chapter will be evaluated based on correct usage of essential vocabulary and language structures necessary to request and provide basic information relating to high-frequency situations in familiar contexts. 4. Written chapter tests will be evaluated based on correct usage of vocabulary, grammar, syntactical structures necessary to compose simple comprehensible sentences on familiar topics and to reflect a working command of core vocabulary and language structures. 5. Final examination will be evaluated based on the abilities to reflect a working command of essential vocabulary including idiomatic expressions, to compose simple comprehensible sentences on familiar topics and to answer questions using proper word order, which is very unique to German. 6. Optional oral presentations on cultural topics to demonstrate students' interest on contributions of German-speaking cultures, to compare them to student's own culture and to demonstrate correct use of first quarter elementary-level speaking patterns. Methods of Evaluation Methods of Evaluation	

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. Assigned readings and post-reading activities with simple demonstrations will be evaluated based on the abilities to derive meaning from short, simple texts on familiar topics, to rely on contextual clues and to extract the gist and some detail. 2. Daily written exercises on studied grammar and sentence structures will be assessed based on the abilities to compose comprehensible, simple sentences on familiar topics and to reflect a working command of core vocabulary and language structures. 3. Oral tests on language accuracy, fluency and pronunciation as well as vocabulary quizzes for each chapter will be evaluated based on correct usage of essential vocabulary and language structures necessary to request and provide basic information relating to high-frequency situations in familiar contexts. 4. Written chapter tests will be evaluated based on correct usage of

Changed	Field	Current Version	Proposed Version
			vocabulary, grammar, syntactical structures necessary to compose simple comprehensible sentences on familiar topics and to reflect a working command of core vocabulary and language structures. 5. Final examination will be evaluated based on the abilities to reflect a working command of essential vocabulary including idiomatic expressions, to compose simple comprehensible sentences on familiar topics and to answer questions using proper word order, which is very unique to German. 6. Optional oral presentations on cultural topics to demonstrate students' interest on contributions of German-speaking cultures, to compare them to student's own culture and to demonstrate correct use of first quarter elementary-level speaking patterns.
	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		<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier. "Treffpunkt Deutsch." Seventh Edition. New York: Pearson, 2019.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier. "Treffpunkt Deutsch." Seventh Edition. New York: Pearson, 2019.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Treffpunkt Deutsch</td></tr><tr><td>Author</td><td>Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier.</td></tr><tr><td>Publisher</td><td>New York, Pearson</td></tr><tr><td>Date/Edition</td><td>Seventh Edition. 2019.</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Treffpunkt Deutsch	Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier.	Publisher	New York, Pearson	Date/Edition	Seventh Edition. 2019.	ISBN	No value
	Title	No value																					
	Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier. "Treffpunkt Deutsch." Seventh Edition. New York: Pearson, 2019.																					
	Publisher	No value																					
	Date/Edition	No value																					
	ISBN	No value																					
	Title	Treffpunkt Deutsch																					
	Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier.																					
	Publisher	New York, Pearson																					
	Date/Edition	Seventh Edition. 2019.																					
ISBN	No value																						
	<table><tr><td>Title</td><td>No value</td></tr><tr><td>Author</td><td>Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier."Treffpunkt Deutsch. Arbeitsbuch." Seventh Edition. New York: Pearson, 2019.</td></tr><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	No value	Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier."Treffpunkt Deutsch. Arbeitsbuch." Seventh Edition. New York: Pearson, 2019.	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>Title</td><td>Treffpunkt Deutsch. Arbeitsbuch</td></tr><tr><td>Author</td><td>Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier.</td></tr><tr><td>Publisher</td><td>New York, Pearson</td></tr><tr><td>Date/Edition</td><td>Seventh Edition. 2019.</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Treffpunkt Deutsch. Arbeitsbuch	Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier.	Publisher	New York, Pearson	Date/Edition	Seventh Edition. 2019.	ISBN	No value	
Title	No value																						
Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier."Treffpunkt Deutsch. Arbeitsbuch." Seventh Edition. New York: Pearson, 2019.																						
Publisher	No value																						
Date/Edition	No value																						
ISBN	No value																						
Title	Treffpunkt Deutsch. Arbeitsbuch																						
Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier.																						
Publisher	New York, Pearson																						
Date/Edition	Seventh Edition. 2019.																						
ISBN	No value																						
		<table><tr><td>Title</td><td>Kontakte</td></tr><tr><td>Author</td><td>Erwin Tschirner and Brigitte Nikolai</td></tr><tr><td>Publisher</td><td>McGraw Hill Education</td></tr><tr><td>Date/Edition</td><td>2021, 9th edition</td></tr><tr><td>ISBN</td><td>9781260016062</td></tr></table>	Title	Kontakte	Author	Erwin Tschirner and Brigitte Nikolai	Publisher	McGraw Hill Education	Date/Edition	2021, 9th edition	ISBN	9781260016062											
Title	Kontakte																						
Author	Erwin Tschirner and Brigitte Nikolai																						
Publisher	McGraw Hill Education																						
Date/Edition	2021, 9th edition																						
ISBN	9781260016062																						

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List Cecile Zorach, Charlotte Melin, Elizabeth Kautz, Jacqueline Morton. "English Grammar for Students of German". 6th edition. Ann Arbor: The Olivia and Hill Press, 2014. May include, but are not limited to No value	No value
		Reading List Wilk, Gerard. "Americans from Germany". Indianapolis, Indiana: Max Kade German-American Center, Indiana University-Purdue University and Indiana German Heritage Society, Inc. 1995. May include, but are not limited to No value	
		Reading List "Deutschland". Magazine on Politics, Culture, Business and Science. Frankfurt am Main: Societatsverlag. (periodical, selected issues. May include, but are not limited to No value	
		Reading List "Austria Kultur". New York, NY: Austrian Cultural Institute (periodical, selected issues). May include, but are not limited to No value	
		Reading List Links on Germany:
 https://www.deutschland.de/en/topic/knowledge/education-learning/open-minded-and-modern.html
 https://germanculture.com.ua/library/links.html
 http://www.entdeckedeutschland.diplo.de/Vertretung/entdeckedeutschland/en/Startseite.html
 https://theculturetrip.com/europe/germany/articles/frauen-power-8-important-women-from-germany/
 Links on Switzerland
 https://www.iaeste.ch/foreign-trainees/links-about-switzerland/
 https://www.myswitzerland.com/en-ch/home.html
 Links on Austria
 https://www.eupedia.com/austria/trivia.html
 http://nationfacts.net/austria-facts/ May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Examine language as the primary expression of culture • Recognize, construct and formulate the following first-quarter elementary level grammatical and syntactical structures • Demonstrate elementary-level communication by using first quarter reading, writing, listening and speaking skills • Evaluate and interpret historical and cultural developments in the German-speaking countries • Distinguish geographical features of the German-speaking countries • Engage in a critical analysis and comparison of cultural and ethical values and cultural assumptions • Examine the social situation of minorities and recent immigrants in modern German-speaking societies • Appraise and interpret the contributions of women in German-speaking countries	• Examine language as the primary expression of culture • Recognize, construct and formulate the following first-quarter elementary level grammatical and syntactical structures • Demonstrate elementary-level communication by using first quarter reading, writing, listening and speaking skills • Evaluate and interpret historical and cultural developments in the German-speaking countries • Distinguish geographical features of the German-speaking countries • Engage in a critical analysis and comparison of cultural and ethical values and cultural assumptions • Examine the social situation of minorities and recent immigrants in modern German-speaking societies • Appraise and interpret the contributions of women in German-speaking countries

Changed	Field	Current Version	Proposed Version
!	CSLOs	CSLOs Demonstrate a consistent working command of core vocabulary and language structures necessary to communicate, orally and in writing, and to provide basic/simple information relating to high-frequency situations in familiar contexts. Expected SLO Performance 0.0	CSLOs Demonstrate a consistent working command of core vocabulary and language structures necessary to communicate, orally and in writing, and to provide basic/simple information relating to high-frequency situations in familiar contexts. Expected SLO Performance 0.0
		CSLOs Comprehend short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail. Expected SLO Performance 0.0	CSLOs Comprehend 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 consistent working command of essential vocabulary and language structures. Expected SLO Performance 0.0	CSLOs Compose comprehensible, simple phrases or sentences about familiar topics to reflect a consistent working command of essential vocabulary and language structures. Expected SLO Performance 0.0
		CSLOs Demonstrate a cursory grasp of cultural contributions and social phenomena of German-speaking world, by analyzing and comparing those to one's own culture(s). Expected SLO Performance 0.0	CSLOs Demonstrate a cursory grasp of cultural contributions and social phenomena of German-speaking world, by analyzing and comparing those to one's own culture(s). 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. 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 command of core vocabulary and language structures.

Changed	Field	Current Version	Proposed Version
			Expected SLO0.0Performance
			CSLOsDemonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
			Expected SLO0.0Performance

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	- Examine language as the primary expression of culture - Examine and understand how the German language has evolved - Recognize the connection between language, thought patterns and culture - Recognize, construct and formulate the following first-quarter elementary level grammatical and syntactical structures - Gender and number of nouns - Negation patterns - Present tense conjugation of weak (regular) and some strong (irregular) verbs, separable prefix verbs and modal verbs - Imperative mode - Nominative and accusative case - Coordinating and some subordinating conjunctions - Main and dependent clause syntax - Statement, interrogative and imperative sentence patterns - Agreement of adjectives with nouns in gender, number and case - Demonstrate elementary-level communication by using first quarter reading, writing, listening and speaking skills - Formulate questions and answers about simple everyday situations such as introducing oneself, family members and friends, talking about whether conditions, free-time activities and sports, telling times, describing daily routines etc. - Use correctly core vocabulary and guessing strategies for unknown words/phrases - Understand and develop basic idiomatic speech patterns - Develop accurate pronunciation - Demonstrate beginner level reading strategies for simple authentic texts - Establish writing skills within the framework of grammar and vocabulary studied - Evaluate and interpret historical and cultural developments in the German-speaking countries - Understand a broad outline of the history of Germany, Austria and Switzerland and Luxemburg - Assess the unique historical situation of each of the German-speaking countries - Distinguish geographical features of the German-speaking countries - Understand the differing climates and landscapes of Central Europe - Appreciate the cultural consequences of geographical features - Engage in a critical analysis and comparison of cultural and ethical values and cultural assumptions - Assess the student's own cultural values and assumptions to further develop the cultural tolerance - Contrast these values with those of the German-speaking countries - Analyze the historical consequences of cultural assumptions in Germany, Austria, Switzerland and Luxemburg such as attitudes towards recent immigrants - Examine Jewish history in German speaking Europe in the past and present - Examine the social situation of minorities and recent immigrants in modern German-speaking societies	- Examine language as the primary expression of culture - Examine and understand how the German language has evolved - Recognize the connection between language, thought patterns and culture - Recognize, construct and formulate the following first-quarter elementary level grammatical and syntactical structures - Gender and number of nouns - Negation patterns - Present tense conjugation of weak (regular) and some strong (irregular) verbs, separable prefix verbs and modal verbs - Imperative mode - Nominative and accusative case - Coordinating and some subordinating conjunctions - Main and dependent clause syntax - Statement, interrogative and imperative sentence patterns - Agreement of adjectives with nouns in gender, number and case - Demonstrate elementary-level communication by using first quarter reading, writing, listening and speaking skills - Formulate questions and answers about simple everyday situations such as introducing oneself, family members and friends, talking about whether conditions, free-time activities and sports, telling times, describing daily routines etc. - Use correctly core vocabulary and guessing strategies for unknown words/phrases - Understand and develop basic idiomatic speech patterns - Develop accurate pronunciation - Demonstrate beginner level reading strategies for simple authentic texts - Establish writing skills within the framework of grammar and vocabulary studied - Evaluate and interpret historical and cultural developments in the German-speaking countries - Understand a broad outline of the history of Germany, Austria and Switzerland and Luxemburg - Assess the unique historical situation of each of the German-speaking countries - Distinguish geographical features of the German-speaking countries - Understand the differing climates and landscapes of Central Europe - Appreciate the cultural consequences of geographical features - Engage in a critical analysis and comparison of cultural and ethical values and cultural assumptions - Assess the student's own cultural values and assumptions to further develop the cultural tolerance - Contrast these values with those of the German-speaking countries - Analyze the historical consequences of cultural assumptions in Germany, Austria, Switzerland and Luxemburg such as attitudes towards recent immigrants - Examine Jewish history in German speaking Europe in the past and present - Examine the social situation of minorities and recent immigrants in modern German-speaking societies

Changed	Field	Current Version	Proposed Version
		1. Appraise the social situation of the Turkish population in Germany as an example of integrating minorities into a multicultural society 2. Appreciate the communal (such as artistic, scientific, social) contributions of minorities 8. Appraise and interpret the contributions of women in German-speaking countries 1. Interpret women's social, intellectual and artistic contributions based on readings from the textbook 2. Explore literary works by reading examples from the textbook, some authentic poems and excerpts from original stories	1. Appraise the social situation of the Turkish population in Germany as an example of integrating minorities into a multicultural society 2. Appreciate the communal (such as artistic, scientific, social) contributions of minorities 8. Appraise and interpret the contributions of women in German-speaking countries 1. Interpret women's social, intellectual and artistic contributions based on readings from the textbook 2. Explore literary works by reading examples from the textbook, some authentic poems and excerpts from original stories
	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.)
	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	Outline H.1: 1.Interpret women's social, intellectual and artistic contributions based on readings from the textbook
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Outline G.1: Appraise the social situation of the Turkish population in Germany as an example of integrating minorities into a multicultural society
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Outline D: Evaluate and interpret historical and cultural developments in the German-speaking countries
!	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Outline F.1: Engage in a critical analysis and comparison of cultural and ethical values and cultural assumptions.

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	H1: Interpret women's social, intellectual and artistic contributions based on readings from the textbook
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Outline H1. Interpret women's social, intellectual and artistic contributions based on readings from the textbook
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Outline E.2: Distinguish geographical features of the German-speaking countries and appreciate the cultural consequences of geographical features
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Outline F2: Engage in a critical analysis and comparison of cultural and ethical values and cultural assumptions and contrast the students' values with those of the German-speaking countries
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Outline B: Recognize, construct and formulate the following first-quarter elementary level grammatical and syntactical structures

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
	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
	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

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: 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

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
	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

Changed	Questions	Current Version	Proposed Version
	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 B: Recognize, construct and formulate the following first-quarter elementary level grammatical and syntactical structures
!	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	Foster oral communication: Outline C.4: Develop accurate pronunciation Foster written communication: Outline C.6: Establish writing skills within the framework of grammar and vocabulary studied Foster collaborative exercises: Outline C1: Formulate questions and answers about simple everyday situations such as introducing oneself, family members and friends, talking about whether conditions, free-time activities and sports, telling times, describing daily routines etc.
!	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 and interpret historical and cultural developments in the German-speaking countries
!	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: Engage in a critical analysis and comparison of cultural and ethical values and cultural assumptions

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 D2: Evaluate and interpret historical and cultural developments in the German-speaking countries. Assess the unique historical situation of each of the German-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	Outline G2: Examine the social situation of minorities and recent immigrants in modern German-speaking societies. Appreciate the communal (such as artistic, scientific, social) contributions of minorities

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)	GERM 001	GERM 001
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
!	Stage 3: DEI	No Value						
			1/5/2026	Basic Course Information	Course Description	Suggested	Consider revising description from a student-centered perspective, and making slightly clearer what students will gain from the course. For example: "This course is an introduction to the language and cultures of the German-speaking countries through diverse perspectives, emphasizing inclusive practices to learning. Students will practice basic speaking, listening, reading and writing skills of German in real-life situations within a cultural framework. The focus will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and simple conversation. Following the course, students will be prepared to..." This course is doing a tremendous amount related to equity/DEI across almost all sections. Consider adding to this DEI statement to highlight additional DEI-related aspects (for example, assignments and evaluations provide multiple means of engagement, action, and expression, as outline in Universal Design for Learning).	Y
			1/5/2026	Basic Course Information	DEI Review	Suggested		Y

Changed	Questions	Current Version	Proposed Version							
									Thanks for providing these examples of primary texts and references. Are there OER options, ways for students to obtain these materials at low cost (earlier editions, for example, which appear to be less expensive), or to rent them for less money than it costs to buy them? Title 5 requirements and recommendations advocate for OER and/or other cost-conscious and accessible options. If there are no appropriate OER, ZTC, or otherwise cost-conscious options, please note this in the comments. This will satisfy the "required" element of this edit. Also, is this text accessible for students with disabilities (who may be using screen readers)? Thank you! This is a great list of assignments! Do any of these provide students the opportunity to revise/recieve feedback before final submission? If yes, it would be great to include that where possible/appropriate. If not possible/appropriate, please disregard. This is a great list of evaluation methods! For any of these, do you provide students with model assignments (examples of sucessful work)? If yes, please include this. If no, please disregard.	There are no appropriate OER, ZTC, or otherwise cost-conscious options, □ .
			1/5/2026	Specifications	Examples of Primary Texts and References	Required				
			1/5/2026	Specifications	Assignments	Suggested			Disregarded	
			1/5/2026	Specifications	Methods of Evaluation	Suggested			Disregarded	
Stage 4: Articulation Officer			No Value		No Value					
!	Stage 5: De Anza General Education	No Value								Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit			
			2/9/2026	De Anza GE	Criteria 2	Required		Criteria 2: Need to address: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises.	Y	
Stage 6: Content Review Matrix Liaison			No Value		No Value					

Changed	Questions	Current Version	Proposed Version						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit		
	Stage 7: Dean of Online Learning	No Value							
			2/9/2026	Basic Course Information	Proposed Details - Attachments	Required	Need to attach updated Hybrid request form as the old version of the form is currently attached. The Online request form is correct.		Y
	Stage 8: SLO Coordinator	No Value	No Value						
	Stage 10: 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	GERMD001.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000146532

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

De Anza College
Change Report
 02/27/2026

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.)
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.)

Section	Changed field
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.)
CO	Hybrid Approval Date (MM/DD/YYYY)
CO	Curriculum Office Notes
Comments	Stage 3: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 7: Dean of Online Learning
DEI Review	Please check all areas in the COR that address DEI.
DEI Review	Please summarize the ways in which your course includes DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Shameka Walker	• Maike Ahrends
	Course ID (CB01A and CB01B)	GERMD002.	GERMD002.
	Course Control Number	CCC000215316	CCC000215316
	Course Title (CB02)	Elementary German (Second Quarter)	Elementary German (Second Quarter)
	Short Course Title	ELEM GERMAN-2ND QTR	ELEM GERMAN-2ND QTR
	TOP Code (CB03)	1103.00	1103.00 German
	CIP Code	German Language and Literature	16.0501 German Language and Literature
	Department	GERM - German	GERM - German
❗	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	Course Description	This course expands on the material presented in GERM D001., with a continuation of the introduction to the language and cultures of the German-speaking countries. Basic speaking, listening, reading and writing of German will be practiced within a cultural framework. Emphasis will be on language as an expression of culture with language laboratory practice to reinforce pronunciation, grammar, and syntax.	This course expands on the material presented in GERM D001., with a continuation of the introduction to the language and cultures of the German-speaking countries through diverse perspectives, emphasizing inclusive practices to learning. Students will practice basic speaking, listening, reading and writing skills of German in real-life situations within a cultural framework. The focus will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and simple conversation.
	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	Foreign Languages
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - GERMAN

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 the second of the three sequential elementary-level German classes. It meets a general education requirement for De Anza. It is a CSU and UC transferable class and belongs to the AA Degree in Global Studies. The course is a mid-level class of Elementary German studies. It also serves the whole community for business-abroad related needs and personal development.	This course is the second of the three sequential elementary-level German classes. It meets a general education requirement for De Anza. It is a CSU and UC transferable class and belongs to the AA Degree in Global Studies. The course is a mid-level class of Elementary German studies. It also serves the whole community for business-abroad related needs and personal development.

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is an introduction to the language and cultures of the German-speaking countries through diverse perspectives, emphasizing inclusive practices to learning. Students will practice basic speaking, listening, reading and writing skills of German in real-life situations within a cultural framework. The focus will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and simple conversation. Addressing learner variability, the students will engage in the class materials in multiple ways, ranging from conducting interviews with peers that require spontaneous answers to regular writing tasks that students routinely complete on their own. Moreover, students will engage in meaningful authentic activities to maximize their engagement. They will choose presentation topics based on their varying personal interests, offering them the opportunity to express themselves in an authentic, meaningful way. There are no representative OER textbooks, and no representative ZTC or otherwise cost conscious options.</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	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 German Language and Culture	Associated Program German Language and Culture
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
		Associated Program German Language and Culture (In Development)	Associated Program German Language and Culture (In Development)
		Award Type Certificate of Achievement (COA)	Award Type Certificate of Achievement (COA)
		Associated Program Global Studies	Associated Program Global Studies
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Global Studies	Associated Program Global Studies
		Award Type Certificate of Achievement-Advanced (COA-A)	Award Type Certificate of Achievement-Advanced (COA-A)
		Associated Program Global Studies (In Development)	Associated Program Global Studies (In Development)
		Award Type Associate in Arts (A.A.) Degree	Award Type Associate in Arts (A.A.) Degree
		Associated Program Global Studies (In Development)	Associated Program Global Studies (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
		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	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	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

Changed	Field	Current Version	Proposed Version
	Total Laboratory Hours per Term	-	0
	Total Contact Hours per Term	-	0
	Total Credit Units	5	5
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Collaborative learning and small group exercises In-class essays Quiz and examination review performed in class Homework and extended projects Discussion and grammar practice performed in class Field observation and field trips	Methods of Instruction Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Collaborative learning and small group exercises In-class essays Quiz and examination review performed in class Homework and extended projects Discussion and grammar practice performed in class Field observation and field trips

Changed	Field	Current Version	Proposed Version
	Assignments	1. Textbook readings demonstrating the correct use of the second quarter elementary-level language functions 2. Readings from primary sources focusing on cultural topics 3. Readings from authentic sources on cultural, political and economic developments in the German-speaking countries (in English) 4. Textbook and workbook exercises reinforcing the correct use of written and spoken second quarter, elementary-level language functions 5. Listening comprehension exercises that help develop second quarter elementary level listening and writing skills 6. Exercises from the textbook on-line component reinforcing second quarter elementary-level reading, writing, speaking and listening skills 7. Writing assignments demonstrating correct use of second quarter elementary-level written language functions 8. Oral presentations demonstrating correct use of second quarter elementary-level oral language functions	1. Textbook readings demonstrating the correct use of the second quarter elementary-level language functions 2. Readings from primary sources focusing on cultural topics 3. Readings from authentic sources on cultural, political and economic developments in the German-speaking countries (in English) 4. Textbook and workbook exercises reinforcing the correct use of written and spoken second quarter, elementary-level language functions 5. Listening comprehension exercises that help develop second quarter elementary level listening and writing skills 6. Exercises from the textbook on-line component reinforcing second quarter elementary-level reading, writing, speaking and listening skills 7. Writing assignments demonstrating correct use of second quarter elementary-level written language functions 8. Oral presentations demonstrating correct use of second quarter elementary-level oral language functions

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation Methods of Evaluation 1. Daily written exercises on studied grammar and sentence structures will be evaluated based on the abilities to compose comprehensible, simple sentences on familiar topics and to reflect a working command of core vocabulary and language structures. 2. Weekly reading comprehension assignments will be evaluated based on the abilities to derive meaning from short, simple texts on familiar topics, to rely on contextual clues and to extract the gist and some details. 3. Vocabulary tests for each chapter will be evaluated based on individual and contextual usage of new words/phrases, on demonstrating a working command of essential vocabulary necessary to request and provide simple information relating to high-frequency situations in familiar contexts. 4. Written chapter tests will be evaluated based on the working command of essential vocabulary and on the correct use of grammar and syntactical structures needed to compose simple phrases or comprehensible sentences on familiar topics. 5. Optional oral presentations on cultural topics will be evaluated based on students' interest on world contributions of German-speaking cultures, by analyzing and comparing them to student's own culture. 6. Final test will be evaluated based on the working command of essential vocabulary and on the correct use of grammar and syntactical structures needed to compose simple phrases or comprehensible sentences on familiar topics.	Methods of Evaluation Methods of Evaluation

Changed	Field	Current Version	Proposed Version
			Methods of Evaluation 1. Daily written exercises on studied grammar and sentence structures will be evaluated based on the abilities to compose comprehensible, simple sentences on familiar topics and to reflect a working command of core vocabulary and language structures. 2. Weekly reading comprehension assignments will be evaluated based on the abilities to derive meaning from short, simple texts on familiar topics, to rely on contextual clues and to extract the gist and some details. 3. Vocabulary tests for each chapter will be evaluated based on individual and contextual usage of new words/phrases, on demonstrating a working command of essential vocabulary necessary to request and provide simple information relating to high-frequency situations in familiar contexts. 4. Written chapter tests will be evaluated based on the working command of essential vocabulary and on the correct use of grammar

Changed	Field	Current Version	Proposed Version
			and syntactical structures needed to compose simple phrases or comprehensible sentences on familiar topics. 5. Optional oral presentations on cultural topics will be evaluated based on students' interest on world contributions of German-speaking cultures, by analyzing and comparing them to student's own culture. 6. Final test will be evaluated based on the working command of essential vocabulary and on the correct use of grammar and syntactical structures needed to compose simple phrases or comprehensible sentences on familiar topics.
	Essential Student Materials/Essential College Facilities	Essential Student Materials: • None. Essential College Facilities: • None.	Essential Student Materials: • None Essential College Facilities: • None

!

Examples of Primary Texts and References

Title	No value
Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier. "Treffpunkt Deutsch." Seventh Edition. New York: Pearson, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier."Treffpunkt Deutsch. Arbeitsbuch." Seventh Edition. New York: Pearson, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Proposed Version

Title	Treffpunkt Deutsch
Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier.
Publisher	New York, Pearson
Date/Edition	Seventh Edition. 2019.
ISBN	No value

Title	Treffpunkt Deutsch. Arbeitsbuch
Author	Margaret Gonglewski, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier.
Publisher	New York, Pearson
Date/Edition	Seventh Edition. 2019.
ISBN	No value

Title	Kontakte
Author	Erwin Tschirner and Brigitte Nikolai.
Publisher	McGraw Hill Education
Date/Edition	2021 / 9th edition
ISBN	9781260016062

Changed	Field	Current Version	Proposed Version
!	Suggested Reading List	Reading List Cecile Zorach, Charlotte Melin, Elizabeth Kautz, Jacqueline Morton. "English Grammar for Students of German". 6th edition. Ann Arbor: The Olivia and Hill Press, 2014.	No value
		May include, but are not limited to No value	
		Reading List Wilk, Gerard. "Americans from Germany". Indianapolis, Indiana: Max Kade German-American Center, Indiana University-Purdue University and Indiana German Heritage Society, Inc. 1995.	
		May include, but are not limited to No value	
		Reading List Deutschland. Magazine on Politics, Culture, Business and Science. Frankfurt am Main: Societatsverlag. (periodical, selected issues)	
		May include, but are not limited to No value	
		Reading List Austria Kultur. New York, NY: Austrian Cultural Institute. (periodical, selected issues)	
		May include, but are not limited to No value	
		Reading List Links on Germany https://www.deutschland.de/en/topic/knowledge/education-learning/open-minded-and-modern.html https://germanculture.com.ua/library/links.html http://www.entdeckedeutschland.diplo.de/Vertretung/entdeckedeutschland/en/Startseite.html https://theculturetrip.com/europe/germany/articles/frauen-power-8-important-women-from-germany/ Links on Switzerland https://www.iaeste.ch/foreign-trainees/links-about-switzerland/ https://www.myswitzerland.com/en-ch/home.html Links on Austria https://www.eupedia.com/austria/trivia.html http://nationfacts.net/austria-facts/	
		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 • Recognize and construct second-quarter elementary-level syntactical structures using the grammar topics studied: • Demonstrate the second-quarter level communication by using second-quarter listening, reading, writing and speaking skills • Evaluate and interpret historical and cultural developments in the German-speaking countries with an emphasis on sociopolitical aspects of history • Distinguish geographical features of the German-speaking countries and appreciate the variety of physical and cultural landscapes • Engage in critical analysis and comparison of the student's ethical values and cultural assumptions with those of the German-speaking countries and appraise changes in attitudes and values as a result of recent historical events • Examine the social situation of minorities and recent immigrants in the modern German-speaking societies • Appraise and interpret the contributions of women in German-speaking countries, exploring womens' roles throughout the modern history of German-speaking Europe	• Demonstrate an understanding of language as the primary expression of culture • Recognize and construct second-quarter elementary-level syntactical structures using the grammar topics studied: • Demonstrate the second-quarter level communication by using second-quarter listening, reading, writing and speaking skills • Evaluate and interpret historical and cultural developments in the German-speaking countries with an emphasis on sociopolitical aspects of history • Distinguish geographical features of the German-speaking countries and appreciate the variety of physical and cultural landscapes • Engage in critical analysis and comparison of the student's ethical values and cultural assumptions with those of the German-speaking countries and appraise changes in attitudes and values as a result of recent historical events • Examine the social situation of minorities and recent immigrants in the modern German-speaking societies • Appraise and interpret the contributions of women in German-speaking countries, exploring womens' roles throughout the modern history of German-speaking Europe

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, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts (such as free-time activities, vacationing plans, traveling etc.). Expected SLO Performance 0.0	CSLOs Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts (such as free-time activities, vacationing plans, traveling etc.). Expected SLO Performance 0.0
		CSLOs Comprehend short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of details. Expected SLO Performance 0.0	CSLOs Comprehend short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of details. 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. 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. Expected SLO Performance 0.0
		CSLOs Demonstrate a cursory grasp of cultural contributions and social phenomena of German-speaking world, by analyzing and comparing those to one's own culture(s). Expected SLO Performance 0.0	CSLOs Demonstrate a cursory grasp of cultural contributions and social phenomena of German-speaking world, by analyzing and comparing those to one's own culture(s). Expected SLO Performance 0.0
			CSLOs Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts. 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. Expected SLO Performance 0.0

Changed	Field	Current Version	Proposed Version
			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
			CSLOs Demonstrate a deeper grasp of social protocols and contributions of German-speaking cultures 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 an understanding of language as the primary expression of culture 1. Examine and understand the evolution of the German language 2. Recognize the interdependence between language, mentality/way of thinking and culture 2. Recognize and construct second-quarter elementary-level syntactical structures using the grammar topics studied: 1. Accusative prepositions 2. Simple past tense for "haben", "sein" and modal verbs 3. Present perfect tense 4. Dative case 5. Two-case prepositions 6. Genitive case 7. Adjectives in Dative and Genitive cases 8. Ordinal numbers 3. Demonstrate the second-quarter level communication by using second-quarter listening, reading, writing and speaking skills 1. Formulate questions and provide answers for more complex every day situations 2. Expand and use correctly core vocabulary and guessing strategies for unknown words/phrases 3. Understand and use more frequently idiomatic expressions 4. Develop and follow accurate pronunciation 5. Develop further reading strategies appropriate for the second-quarter elementary level for more complex authentic texts 6. Develop and demonstrate writing skills within the framework of syntax, grammar and vocabulary studied 4. Evaluate and interpret historical and cultural developments in the German-speaking countries with an emphasis on sociopolitical aspects of history 1. Understand a broad outline of the history of Central Europe 2. Assess the unique historical situation of Germany, Austria, Switzerland and Luxembourg 3. Analyze the forces that have shaped the political and social development in the German-speaking countries such as World War I and World War II 5. Distinguish geographical features of the German-speaking countries and appreciate the variety of physical and cultural landscapes 1. Distinguish geographical regions, contrast geographical features and climatic influences of Central Europe and German-speaking countries 2. Understand various German-speaking regions, their customs and traditions 6. Engage in critical analysis and comparison of the student's ethical values and cultural assumptions with those of the German-speaking countries and appraise changes in attitudes and values as a result of recent historical events 1. Assess the student's own cultural values and assumptions to further develop cultural understanding and tolerance 2. Contrast them with those of the German-speaking countries 3. Analyze the historical consequences of cultural assumptions in Germany, Austria, Switzerland and Luxembourg such as attitudes towards recent immigrants	1. Demonstrate an understanding of language as the primary expression of culture 1. Examine and understand the evolution of the German language 2. Recognize the interdependence between language, mentality/way of thinking and culture 2. Recognize and construct second-quarter elementary-level syntactical structures using the grammar topics studied: 1. Accusative prepositions 2. Simple past tense for "haben", "sein" and modal verbs 3. Present perfect tense 4. Dative case 5. Two-case prepositions 6. Genitive case 7. Adjectives in Dative and Genitive cases 8. Ordinal numbers 3. Demonstrate the second-quarter level communication by using second-quarter listening, reading, writing and speaking skills 1. Formulate questions and provide answers for more complex every day situations 2. Expand and use correctly core vocabulary and guessing strategies for unknown words/phrases 3. Understand and use more frequently idiomatic expressions 4. Develop and follow accurate pronunciation 5. Develop further reading strategies appropriate for the second-quarter elementary level for more complex authentic texts 6. Develop and demonstrate writing skills within the framework of syntax, grammar and vocabulary studied 4. Evaluate and interpret historical and cultural developments in the German-speaking countries with an emphasis on sociopolitical aspects of history 1. Understand a broad outline of the history of Central Europe 2. Assess the unique historical situation of Germany, Austria, Switzerland and Luxembourg 3. Analyze the forces that have shaped the political and social development in the German-speaking countries such as World War I and World War II 5. Distinguish geographical features of the German-speaking countries and appreciate the variety of physical and cultural landscapes 1. Distinguish geographical regions, contrast geographical features and climatic influences of Central Europe and German-speaking countries 2. Understand various German-speaking regions, their customs and traditions 6. Engage in critical analysis and comparison of the student's ethical values and cultural assumptions with those of the German-speaking countries and appraise changes in attitudes and values as a result of recent historical events 1. Assess the student's own cultural values and assumptions to further develop cultural understanding and tolerance 2. Contrast them with those of the German-speaking countries 3. Analyze the historical consequences of cultural assumptions in Germany, Austria, Switzerland and Luxembourg such as attitudes towards recent immigrants

Changed	Field	Current Version	Proposed Version
		4. Assess the consequences of Nazi Germany and World War II 5. Analyze the ensuing changes of values and attitudes in German-speaking countries as a result of the recent immigration practice and policies 6. Examine past and recent Jewish history in German speaking Europe 7. Examine the social situation of minorities and recent immigrants in the modern German-speaking societies 1. Appraise the social situation of the Turkish minority in Germany as an example 2. Appreciate the social and artistic contributions of minorities such as literary samples of Turkish writers in German 3. Evaluate the social and legal ramifications of the great influx of political and economic refugees in recent decades 8. Appraise and interpret the contributions of women in German-speaking countries, exploring womens' roles throughout the modern history of German-speaking Europe 1. Interpret women's social, intellectual and artistic contributions 2. Explore literary works by reading examples from the textbook, some authentic poems and excerpts from original stories/sources 3. Analyze the evolution of women's roles in the society based on textbook readings and samples from the literature	4. Assess the consequences of Nazi Germany and World War II 5. Analyze the ensuing changes of values and attitudes in German-speaking countries as a result of the recent immigration practice and policies 6. Examine past and recent Jewish history in German speaking Europe 7. Examine the social situation of minorities and recent immigrants in the modern German-speaking societies 1. Appraise the social situation of the Turkish minority in Germany as an example 2. Appreciate the social and artistic contributions of minorities such as literary samples of Turkish writers in German 3. Evaluate the social and legal ramifications of the great influx of political and economic refugees in recent decades 8. Appraise and interpret the contributions of women in German-speaking countries, exploring womens' roles throughout the modern history of German-speaking Europe 1. Interpret women's social, intellectual and artistic contributions 2. Explore literary works by reading examples from the textbook, some authentic poems and excerpts from original stories/sources 3. Analyze the evolution of women's roles in the society based on textbook readings and samples from the literature
	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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	GERM D001. (equivalent to one year of high school German) or equivalent	GERM D001. (equivalent to one year of high school German) 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
	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 H1: Appraise and interpret the contributions of women in German-speaking countries, exploring women's roles throughout the modern history of German-speaking Europe. Interpret women's social, intellectual and artistic contributions
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Outline G2: Appreciate the social and artistic contributions of minorities such as literary samples of Turkish writers in German

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Outline D: Evaluate and interpret historical and cultural developments in the German-speaking countries with an emphasis on sociopolitical aspects of history
!	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Outline F1: Assess the student's own cultural values and assumptions to further develop cultural understanding and tolerance
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline G2: Appreciate the social and artistic contributions of minorities such as literary samples of Turkish writers in German
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Outline H2: Explore literary works by reading examples from the textbook, some authentic poems and excerpts from original stories/sources
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Outline E2: Understand various German-speaking regions, their customs and traditions
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Outline H3: Analyze the evolution of women's roles in the society based on textbook readings and samples from the literature
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Outline B: Recognize and construct second-quarter elementary-level syntactical structures using the grammar topics studied

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix 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

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	B: Recognize and construct second-quarter elementary-level syntactical structures using the grammar topics studied
!	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	1. Foster oral communication: Outline C.4: Develop and follow accurate pronunciation 2. Foster written communication: Outline C.6: Develop and demonstrate writing skills within the framework of syntax, grammar and vocabulary studied 3. Foster collaborative exercises: Outline C1: Formulate questions and provide answers for more complex everyday situations
!	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 and interpret historical and cultural developments in the German-speaking countries with an emphasis on sociopolitical aspects of history

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: Engage in critical analysis and comparison of the student's ethical values and cultural assumptions with those of the German-speaking countries and appraise changes in attitudes and values as a result of recent historical events
!	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	D1. Evaluate and interpret historical and cultural developments in the German-speaking countries with an emphasis on sociopolitical aspects of history. Understand a broad outline of the history of Central Europe
!	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	G3: 3. Evaluate the social and legal ramifications of the great influx of political and economic refugees in recent decades

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

Ch

Changed	Questions	Current Version	Proposed Version
	Sort ID (00 < 10; 0 < 100)	GERM 002	GERM 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)	11/03/2020	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 - Online appr. 11/18/25 (effect. S26). -mc

Comments

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value						
			Date	Tab	Part - Field	Type of Edit	Edit	
							Consider revising description from a student-centered perspective, and making slightly clearer what students will gain from the course. For example: "This course expands on the material presented in GERM D001., with a continuation of the introduction to the language and cultures of the German-speaking countries through diverse perspectives, emphasizing inclusive practices to learning. y	
			1/6/2026	Basic Course Information	Course Description	Suggested	Students will practice basic speaking, listening, reading and writing skills of German in real-life situations within a cultural framework. The focus will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and simple conversation. Following the course, students will be prepared to..."	
			1/6/2026	Basic Course Information	DEI Review	Suggested	This course is doing a good amount of work related to DEI/Equity. Consider expanding on this DEI statement to highlight these aspects -- for example, teaching students about the "the social situation of minorities and recent immigrants in the modern German-speaking societies" Thanks for providing these examples of primary texts and references. Are there OER options, or ways for students to obtain these materials at low cost? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options. If there are no appropriate representative OER options that's fine, just let me know in the Initiator Response box. This will satisfy the "required" element of this edit. "Kontakte" (9th edition) is around \$52 on amazon, which close to De Anza's LTC number, so this already pretty good.	I expanded on DEI /Equity work.
			1/6/2026	Specifications	Examples of Primary Texts and References	Required	There are no appropriate OER, ZTC, or otherwise cost-conscious options, □	
			1/6/2026	Specifications	Examples of Primary Texts and References	Suggested	Does this text reflect diverse perspectives and/or current events? If so, please let me know in the Initiator Response and note this in the DEI Box. Thank you!	The text does reflect current events. For example, it addresses linguistic conventions (like gender inclusiveness) and cultural and political trends (e.g. more recently founded parties like the AfD).

Changed	Questions	Current Version	Proposed Version				
			1/6/2026	Specifications	Methods of Evaluation	Suggested	For any of these evaluation methods, are students provided examples of strong and/or successful assignments to clarify expectations? If yes, please not that next to the relevant assignments. If not applicable/appropriate, please disregard!
	Stage 4: Articulation Officer	No Value	No Value				
!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			2/9/2026	De Anza GE	Criteria 2	Required	Criteria 2: Need to address: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises.
	Stage 6: Content Review Matrix Liaison	No Value	No Value				
!	Stage 7: Dean of Online Learning	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			2/9/2026	Basic Course Information	Proposed Details - Attachments	Required	Need to attach updated Hybrid request form as the old version is currently attached. The Online request form is correct.
	Stage 8: SLO Coordinator	No Value	No Value				
	Stage 10: 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	GERMD002.
	Distance Education Approved	Yes
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000215316

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

De Anza College

Change Report

02/27/2026

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.

Section	Changed field
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 3: DEI
Comments	Stage 5: De Anza General Education
Comments	Stage 7: Dean of Online Learning
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
	Faculty Initiator	• Shameka Walker	• Maike Ahrends

Changed	Field	Current Version	Proposed Version
	Course ID (CB01A and CB01B)	GERMD003.	GERMD003.
	Course Control Number	CCC000063861	CCC000063861
	Course Title (CB02)	Elementary German (Third Quarter)	Elementary German (Third Quarter)
	Short Course Title	ELEM GERMAN-3RD QTR	ELEM GERMAN-3RD QTR
	TOP Code (CB03)	1103.00	1103.00 German
	CIP Code	German Language and Literature	16.0501 German Language and Literature
	Department	GERM - German	GERM - German
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course expands on the material presented in GERM D001. and GERM D002. and completes the introduction to the language and cultures of German-speaking countries. Basic speaking, listening, reading and writing of German will be practiced within a cultural framework. Emphasis will be on language as an expression of culture with language laboratory practice to reinforce pronunciation, grammar, and syntax.	This course expands on the material presented in GERM D001. and GERM D002. and completes the introduction to the language and cultures of the German-speaking countries through diverse perspectives, emphasizing inclusive practices to learning. Students will practice basic speaking, listening, reading and writing skills of German in real-life situations within a cultural framework. The focus will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and conversation on the elementary level.
	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 - GERMAN

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 the stated objectives and satisfies the GE requirements of De Anza, and Cal-GETC. It is a CSU and UC transferable class and belongs to the AA Degree in Global Studies. The course is the last of the three sequential classes and is the high-level course of the Elementary German studies. Besides, it offers the whole community a higher level of language skills for business and personal development needs.	This course meets the stated objectives and satisfies the GE requirements of De Anza, and Cal-GETC. It is a CSU and UC transferable class and belongs to the AA Degree in Global Studies. The course is the last of the three sequential classes and is the high-level course of the Elementary German studies. Besides, it offers the whole community a higher level of language skills for business and personal development needs.

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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>This course is an introduction to the language and cultures of the German-speaking countries through diverse perspectives, emphasizing inclusive practices to learning. Students will practice basic speaking, listening, reading and writing skills of German in real-life situations within a cultural framework. The focus will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and simple conversation. Addressing learner variability, the students will engage in the class materials in multiple ways, ranging from conducting interviews with peers that require spontaneous answers to regular writing tasks that students routinely complete on their own. Moreover, students will engage in meaningful authentic activities to maximize their engagement. They will choose presentation topics based on their varying personal interests, offering them the opportunity to express themselves in an authentic, meaningful way. There are no representative OER textbooks, and no representative ZTC or otherwise cost conscious options</u>
	Please check all areas in the COR that address DEI.	No value	Basic Course Information - Course Description

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	

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table><tr><td>Associated Program</td><td>Cal-GETC</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Cal-GETC</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Cal-GETC								
		Award Type	Certificate of Achievement-Advanced (COA-A)								
		Associated Program	Cal-GETC								
		Award Type	Certificate of Achievement-Advanced (COA-A)								
		<table><tr><td>Associated Program</td><td>Cal-GETC (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Cal-GETC (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Cal-GETC (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	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	Cal-GETC (In Development)								
		Award Type	Certificate of Achievement-Advanced (COA-A)								
		<table><tr><td>Associated Program</td><td>German Language and Culture</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	German Language and Culture	Award Type	Certificate of Achievement (COA)	<table><tr><td>Associated Program</td><td>German Language and Culture</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	German Language and Culture	Award Type	Certificate of Achievement (COA)
		Associated Program	German Language and Culture								
		Award Type	Certificate of Achievement (COA)								
		Associated Program	German Language and Culture								
Award Type	Certificate of Achievement (COA)										
<table><tr><td>Associated Program</td><td>German Language and Culture (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	German Language and Culture (In Development)	Award Type	Certificate of Achievement (COA)	<table><tr><td>Associated Program</td><td>German Language and Culture (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement (COA)</td></tr></table>	Associated Program	German Language and Culture (In Development)	Award Type	Certificate of Achievement (COA)		
Associated Program	German Language and Culture (In Development)										
Award Type	Certificate of Achievement (COA)										
Associated Program	German Language and Culture (In Development)										
Award Type	Certificate of Achievement (COA)										
<table><tr><td>Associated Program</td><td>Global Studies</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Global Studies	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Associated Program</td><td>Global Studies</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Global Studies	Award Type	Associate in Arts (A.A.) Degree		
Associated Program	Global Studies										
Award Type	Associate in Arts (A.A.) Degree										
Associated Program	Global Studies										
Award Type	Associate in Arts (A.A.) Degree										
<table><tr><td>Associated Program</td><td>Global Studies</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Global Studies	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Global Studies</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Global Studies	Award Type	Certificate of Achievement-Advanced (COA-A)		
Associated Program	Global Studies										
Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	Global Studies										
Award Type	Certificate of Achievement-Advanced (COA-A)										
<table><tr><td>Associated Program</td><td>Global Studies (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Global Studies (In Development)	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Associated Program</td><td>Global Studies (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	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 (In Development)										
Award Type	Associate in Arts (A.A.) Degree										

Changed Field

Current Version

Proposed Version

Associated Program	Global Studies (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	Global Studies (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

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	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)
Award Type	Associate in Arts (A.A.) Degree

Associated Program	World Languages and Culture
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	World Languages and Culture
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	World Languages and Culture (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Associated Program	World Languages and Culture (In Development)
Award Type	Certificate of Achievement-Advanced (COA-A)

Transferability & Gen. Ed. Options

Changed	Field	Current Version	Proposed Version																		
	Transfer Status (CB05)	Transferable to both UC and CSU	Transferable to both UC and CSU																		
	Course General Education Status (CB25)	Y	Y																		
	Transfer Status	Approved	Approved																		
	GE Information	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> CA3B - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3B - Approved.	-	No value	<table><tr><td>System/Institution</td><td>Cal-GETC</td></tr><tr><td>Area(s)</td><td> - CA3B - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table> <table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td> 2G3X - Approved. </td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	Cal-GETC	Area(s)	CA3B - Approved.	-	No value	System/Institution	De Anza GE	Area(s)	2G3X - Approved.	-	No value
System/Institution	Cal-GETC																				
Area(s)	CA3B - Approved.																				
-	No value																				
System/Institution	Cal-GETC																				
Area(s)	CA3B - Approved.																				
-	No value																				
System/Institution	De Anza GE																				
Area(s)	2G3X - Approved.																				
-	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

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	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
	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 In-class essays Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Discussion and grammar practice performed in class Guest speakers Collaborative projects Other: Communication through learning platform Canvas	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class essays Quiz and examination review performed in class Homework and extended projects Collaborative learning and small group exercises Discussion and grammar practice performed in class Guest speakers Collaborative projects Other: Communication through learning platform Canvas

Changed	Field	Current Version	Proposed Version
	Assignments	1. Readings of a variety of genres, demonstrating correct use of higher level language functions adequate to the third-quarter linguistics skills 2. Textbook readings on cultural topics 3. Readings from authentic sources on cultural, political and economic developments in the German speaking countries 4. Textbook and workbook exercises reinforcing correct use of written and spoken higher-level language functions 5. On-line component exercises reinforcing higher-level reading, writing, speaking and listening skills 6. Writing assignments demonstrating correct use of higher-level written language functions 7. Writing assignments demonstrating the ability to express individual viewpoints and preferences. 8. Oral presentations demonstrating correct use of higher-level speaking patterns equivalent to the third-quarter communication skills 9. Viewing of the textbook's video segments (with real German speakers) and authentic German clips from the internet 10. Writing assignments demonstrating the ability to identify cultural differences and express cultural sensitivity	1. Readings of a variety of genres, demonstrating correct use of higher level language functions adequate to the third-quarter linguistics skills 2. Textbook readings on cultural topics 3. Readings from authentic sources on cultural, political and economic developments in the German speaking countries 4. Textbook and workbook exercises reinforcing correct use of written and spoken higher-level language functions 5. On-line component exercises reinforcing higher-level reading, writing, speaking and listening skills 6. Writing assignments demonstrating correct use of higher-level written language functions 7. Writing assignments demonstrating the ability to express individual viewpoints and preferences. 8. Oral presentations demonstrating correct use of higher-level speaking patterns equivalent to the third-quarter communication skills 9. Viewing of the textbook's video segments (with real German speakers) and authentic German clips from the internet 10. Writing assignments demonstrating the ability to identify cultural differences and express cultural sensitivity

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. Weekly reading assignments will be evaluated based on the abilities to derive meaning from short, simple texts (of different genres) on familiar topics, to rely on contextual clues, and to extract the gist and some detail. 2. Daily written exercises on studied grammar and sentence structures to evaluate the abilities to compose comprehensible simple sentences about familiar topics and to reflect a working command of core vocabulary and language structures. 3. Vocabulary quizzes for each chapter to evaluate individual and contextual usage of new words/phrases, to demonstrate a working command of essential vocabulary necessary to request and provide simple information relating to high-frequency situations in familiar contexts. 4. Four written chapter tests to demonstrate a working command of essential language structures necessary to request/provide simple information relating to high-frequency situations in familiar contexts. 5. Oral presentations on cultural topics to demonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to student's own culture and	Methods of Evaluation 1. Weekly reading assignments will be evaluated based on the abilities to derive meaning from short, simple texts (of different genres) on familiar topics, to rely on contextual clues, and to extract the gist and some detail. 2. Daily written exercises on studied grammar and sentence structures to evaluate the abilities to compose comprehensible simple sentences about familiar topics and to reflect a working command of core vocabulary and language structures. 3. Vocabulary quizzes for each chapter to evaluate individual and contextual usage of new words/phrases, to demonstrate a working command of essential vocabulary necessary to request and provide simple information relating to high-

Changed	Field	Current Version	Proposed Version
		expressing cultural sensitivity. 6. Final examination will be evaluated based on the abilities to compose comprehensible, simple sentences about familiar topics and the students' own viewpoint, to reflect a working command of core vocabulary and language structures. 7. Individual interview with instructor to evaluate students' interpersonal communication skills in a real life context (using a rubric).	frequency situations in familiar contexts. 4. Four written chapter tests to demonstrate a working command of essential language structures necessary to request/provide simple information relating to high-frequency situations in familiar contexts. 5. Oral presentations on cultural topics to demonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to student's own culture and expressing cultural sensitivity. 6. Final examination will be evaluated based on the abilities to compose comprehensible, simple sentences about familiar topics and the students' own viewpoint, to

Changed	Field	Current Version	Proposed Version
			reflect a working command of core vocabulary and language structures. 7. Individual interview with instructor to evaluate students' interpersonal communication skills in a real life context (using a rubric).
!	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	Gonglewski, Margaret, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier, and Fritz Widmaier. "Treffpunkt Deutsch." Seventh Edition. New York: Pearson, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Gonglewski, Margaret, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier. "Treffpunkt Deutsch. Arbeitsbuch." Seventh Edition. New York: Pearson, 2019.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Treffpunkt Deutsch
Author	Gonglewski, Margaret, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier, and Fritz Widmaier.
Publisher	New York, Pearson
Date/Edition	Seventh Edition. 2019.
ISBN	No value

Title	Treffpunkt Deutsch. Arbeitsbuch
Author	Gonglewski, Margaret, Beverly Moser, Cornelius Partsch, E. Rosemarie Widmaier and Fritz Widmaier.
Publisher	New York, Pearson
Date/Edition	Seventh Edition. 2019.
ISBN	No value

Title	Kontakte
Author	Erwin Tschirner and Brigitte Nikolai
Publisher	McGraw Hill Education
Date/Edition	2021 / 9th edition
ISBN	9781260016062

Changed	Field	Current Version	Proposed Version
	Suggested Reading List	Reading List Göktürk, Deniz, David Gramling and Anton Kaes. "Germany in Transit. Nation and Migration 1955-2005." Berkely: University of California Press, 2007. May include, but are not limited to No value	No value
		Reading List Links about Germany:
 https://www.dw.com/en/top-stories/s-9097
 http://www.spiegel.de/international/ May include, but are not limited to No value	
		Reading List Opitz, May, Katharina Oguntöye and Dagmar Schulz, ed. "Showing Our Colors." Amherst: The University of Massachusetts Press, 1992. May include, but are not limited to No value	
		Reading List Wilk, Gerard. "Americans from Germany". Indianapolis: Max Kade German-American Center, Indiana University-Purdue University and Indiana German Heritage Society, 1995. May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Zorach,Cecile, Charlotte Melin, Elizabeth Kautz, and Jacqueline Morton. "English Grammar for Students of German." Sixth Edition. Ann Arbor: The Olivia and Hill Press, 2014.	
		May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Develop an understanding of language as the primary expression of culture • Recognize and construct advanced elementary-level functions of the German language (third-quarter grammatical and syntactical patterns) • Expand the communication ability by using third-quarter speaking and listening, reading and writing skills • Evaluate and interpret historical and cultural developments in the German-speaking countries with a focus on artistic and scientific achievements • Distinguish geographical features of the German-speaking countries and assess the emergence of economically and culturally important regions and cities • Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the German-speaking countries and assess the the recent history of changing values and attitudes in German-speaking Europe • Examine the social situation of minorities in the German-speaking countries and identify their contributions in the arts, literature and other areas • Appraise and interpret the contributions of women in German-speaking countries, comparing and contrasting with womens' contributions in the US and other countries	• Develop an understanding of language as the primary expression of culture • Recognize and construct advanced elementary-level functions of the German language (third-quarter grammatical and syntactical patterns) • Expand the communication ability by using third-quarter speaking and listening, reading and writing skills • Evaluate and interpret historical and cultural developments in the German-speaking countries with a focus on artistic and scientific achievements • Distinguish geographical features of the German-speaking countries and assess the emergence of economically and culturally important regions and cities • Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the German-speaking countries and assess the the recent history of changing values and attitudes in German-speaking Europe • Examine the social situation of minorities in the German-speaking countries and identify their contributions in the arts, literature and other areas • Appraise and interpret the contributions of women in German-speaking countries, comparing and contrasting with womens' contributions in the US and other countries

Changed	Field	Current Version	Proposed Version
CSLOs			
	CSLOs	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to communicate in real-life contexts and to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.	CSLOs Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to communicate in real-life contexts and to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
	Expected SLO Performance	0.0	0.0
	CSLOs	Derive meaning from longer, simple texts of various genres on familiar topics, relying on contextual clues to extract main ideas and supporting details.	CSLOs Derive meaning from longer, simple texts of various genres on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	Expected SLO Performance	0.0	0.0
	CSLOs	Compose comprehensible, more complex sentences about familiar topics and individual viewpoints to reflect a somewhat consistent working command of core vocabulary and language structures.	CSLOs Compose comprehensible, more complex sentences about familiar topics and individual viewpoints to reflect a somewhat consistent working command of core vocabulary and language structures.
	Expected SLO Performance	0.0	0.0

Changed	Field	Current Version	Proposed Version
		CSLOs Demonstrate an increasing ability to reflect on cultural products, practices, and perspectives of the German-speaking world, leading to the development of cultural sensitivity.	CSLOs Demonstrate an increasing ability to reflect on cultural products, practices, and perspectives of the German-speaking world, leading to the development of cultural sensitivity.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Develop an understanding of language as the primary expression of culture 1. Understand the evolution of the German language from the middle ages to the present 2. Recognize the connection between language, thinking, and literature 2. Recognize and construct advanced elementary-level functions of the German language (third-quarter grammatical and syntactical patterns) 1. Relative clauses 2. Reflexive verbs and syntactic structures containing them 3. Future tense 4. Simple past tense 5. Adjective endings 6. Passive voice 7. Wo- and da-compounds 8. Present-time subjunctive 9. Past-time subjunctive 3. Expand the communication ability by using third-quarter speaking and listening, reading and writing skills 1. Formulate questions and provide answers during more complex communicative situations 2. Use correctly advanced vocabulary and guessing strategies for unknown words/phrases 3. Understand and develop basic idiomatic speech patterns 4. Demonstrate accurate pronunciation 5. Develop more advanced reading strategies for a variety of more complex authentic texts 6. Demonstrate writing skills within the framework of grammar, syntax and vocabulary studied 7. Demonstrate third-quarter writing, speaking, and reading skills to give a presentation on a familiar topic	1. Develop an understanding of language as the primary expression of culture 1. Understand the evolution of the German language from the middle ages to the present 2. Recognize the connection between language, thinking, and literature 2. Recognize and construct advanced elementary-level functions of the German language (third-quarter grammatical and syntactical patterns) 1. Relative clauses 2. Reflexive verbs and syntactic structures containing them 3. Future tense 4. Simple past tense 5. Adjective endings 6. Passive voice 7. Wo- and da-compounds 8. Present-time subjunctive 9. Past-time subjunctive 3. Expand the communication ability by using third-quarter speaking and listening, reading and writing skills 1. Formulate questions and provide answers during more complex communicative situations 2. Use correctly advanced vocabulary and guessing strategies for unknown words/phrases 3. Understand and develop basic idiomatic speech patterns 4. Demonstrate accurate pronunciation 5. Develop more advanced reading strategies for a variety of more complex authentic texts 6. Demonstrate writing skills within the framework of grammar, syntax and vocabulary studied 7. Demonstrate third-quarter writing, speaking, and reading skills to give a presentation on a familiar topic

Changed	Field	Current Version	Proposed Version
		8. Demonstrate the ability to express individual preferences and viewpoints by using familiar vocabulary and basic structures essential to communication 4. Evaluate and interpret historical and cultural developments in the German-speaking countries with a focus on artistic and scientific achievements 1. Understand a broad history-outline of Central Europe 2. Assess the unique historical situation of Germany, Austria, Switzerland and Luxemburg 3. Appraise the major cultural contributions in art, music, literature and sciences by the German-speaking peoples 5. Distinguish geographical features of the German-speaking countries and assess the emergence of economically and culturally important regions and cities 1. Understand the development of agriculture and industrial branches in certain regions 2. Appreciate the emergence of important cities and urban areas throughout time 6. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the German-speaking countries and assess the the recent history of changing values and attitudes in German-speaking Europe 1. By exploring the students' own values and cultural assumptions and contrasting them with those of the German-speaking countries, develop cultural sensitivity 2. Analyze the historical consequences of cultural assumptions in Germany, Austria, Switzerland and Luxemburg 3. Analyze the causes of changing attitudes towards minorities in the German-	8. Demonstrate the ability to express individual preferences and viewpoints by using familiar vocabulary and basic structures essential to communication 4. Evaluate and interpret historical and cultural developments in the German-speaking countries with a focus on artistic and scientific achievements 1. Understand a broad history-outline of Central Europe 2. Assess the unique historical situation of Germany, Austria, Switzerland and Luxemburg 3. Appraise the major cultural contributions in art, music, literature and sciences by the German-speaking peoples 5. Distinguish geographical features of the German-speaking countries and assess the emergence of economically and culturally important regions and cities 1. Understand the development of agriculture and industrial branches in certain regions 2. Appreciate the emergence of important cities and urban areas throughout time 6. Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the German-speaking countries and assess the the recent history of changing values and attitudes in German-speaking Europe 1. By exploring the students' own values and cultural assumptions and contrasting them with those of the German-speaking countries, develop cultural sensitivity 2. Analyze the historical consequences of cultural assumptions in Germany, Austria, Switzerland and Luxemburg 3. Analyze the causes of changing attitudes towards minorities in the German-

Changed	Field	Current Version	Proposed Version
		speaking countries during the 20th Century and in the recent past 4. Examine the past and recent Jewish history in German speaking Europe 7. Examine the social situation of minorities in the German-speaking countries and identify their contributions in the arts, literature and other areas 1. Explore post war and recent migration to Germany with a focus on Afro-Germans, Jewish Germans and Germans with Turkish roots 2. Appreciate the social and artistic contributions of Afro-German, Jewish German, and Turkish-German artists 3. Analyze the impact of the 2015 refugee crisis on German society based on readings in the textbook and other sources 8. Appraise and interpret the contributions of women in German-speaking countries, comparing and contrasting with womens' contributions in the US and other countries 1. Interpret their social situation based on womens' rights and family legislation 2. Explore examples of womens' intellectual and artistic contributions based on textbook readings and other sources 3. Compare examples of important contributions by women in different artistic and scientific fields in German-speaking Europe, the U.S. and other countries based on media reports and other sources	speaking countries during the 20th Century and in the recent past 4. Examine the past and recent Jewish history in German speaking Europe 7. Examine the social situation of minorities in the German-speaking countries and identify their contributions in the arts, literature and other areas 1. Explore post war and recent migration to Germany with a focus on Afro-Germans, Jewish Germans and Germans with Turkish roots 2. Appreciate the social and artistic contributions of Afro-German, Jewish German, and Turkish-German artists 3. Analyze the impact of the 2015 refugee crisis on German society based on readings in the textbook and other sources 8. Appraise and interpret the contributions of women in German-speaking countries, comparing and contrasting with womens' contributions in the US and other countries 1. Interpret their social situation based on womens' rights and family legislation 2. Explore examples of womens' intellectual and artistic contributions based on textbook readings and other sources 3. Compare examples of important contributions by women in different artistic and scientific fields in German-speaking Europe, the U.S. and other countries based on media reports and other sources
	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): GERM D002. (equivalent to two years of high school German) or equivalent

GERM D002. (equivalent to two years of high school German) 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
	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

Outline H: Appraise and interpret the contributions of women in German-speaking countries, comparing and contrasting with women's contributions in the US and other countries



Objective 2: Develop analytical ideas and topics for essays.

No Value

Outline F: Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the German-speaking countries and assess the recent history of changing values and attitudes in German-speaking Europe



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

No Value

Outline D: Evaluate and interpret historical and cultural developments in the German-speaking countries with a focus on artistic and scientific achievements

Changed	Questions	Current Version	Proposed Version
!	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Outline G3: Examine the social situation of minorities in the German-speaking countries and identify their contributions in the arts, literature and other areas. Analyze the impact of the 2015 refugee crisis on German society based on readings in the textbook and other sources
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline H3: Compare examples of important contributions by women in different artistic and scientific fields in German-speaking Europe, the U.S. and other countries based on media reports and other sources
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Outline H3: Compare examples of important contributions by women in different artistic and scientific fields in German-speaking Europe, the U.S. and other countries based on media reports and other sources
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Outline D2: Assess the unique historical situation of Germany, Austria, Switzerland and Luxemburg
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Outline G1: Examine the social situation of minorities in the German-speaking countries and identify their contributions in the arts, literature and other areas. Explore post war and recent migration to Germany with a focus on Afro-Germans, Jewish Germans and Germans with Turkish roots
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Outline B.: Recognize and construct advanced elementary-level functions of the German 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
	Objective 3: Produce written work using a cyclical process of multiples drafts and revisions.	No Value	No Value

Changed	Questions	Current Version	Proposed Version

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

No Value

No Value

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

No Value

No Value

D-Matrix Form

Changed	Questions	Current Version	Proposed Version

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

No Value

No Value

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

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

E-Matrix Form

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

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

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

F-Matrix Form

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

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

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

G-Matrix Form

Changed	Questions	Current Version	Proposed Version
	If the requisite does not fall under an A-F Matrix 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 B.: Recognize and construct advanced elementary-level functions of the German language (third-quarter grammatical and syntactical patterns)
	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	Foster oral communication: Outline C.4: Demonstrate accurate pronunciation Foster written communication: Outline C.6: Demonstrate writing skills within the framework of grammar, syntax and vocabulary studied Foster collaborative exercises: Outline C1: Formulate questions and provide answers during more complex communicative situations
	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 D2: Evaluate and interpret historical and cultural developments in the German-speaking countries with a focus on artistic and scientific achievements. Assess the unique historical situation of Germany, Austria, Switzerland and Luxemburg

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: Engage in critical analysis and comparison of the student's own values and cultural assumptions with those of the German-speaking countries and assess the recent history of changing values and attitudes in German-speaking Europe
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline D: Evaluate and interpret historical and cultural developments in the German-speaking countries with a focus on artistic and scientific achievements
	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 H3: Compare examples of important contributions by women in different artistic and scientific fields in German-speaking Europe, the U.S. and other countries based on media reports and other sources

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)	GERM 003	GERM 003
	Course Status	Non-substantial	Non-substantial
	Course Characteristics	NA	NA
	Cross-Listed/Related Course Information	NA	NA

Changed	Questions	Current Version	Proposed Version
	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

Comments

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

Changed	Questions	Current Version	Proposed Version					
	Stage 3: DEI	No Value						Initiator - Indicate "Y" When Completed or Initiator's Response
			Date	Tab	Part - Field	Type of Edit	Edit	
			1/6/2026	Basic Course Information	Course Description	Suggested	Consider revising description from a student-centered perspective, and making slightly clearer what students will gain from the course. For example: "This course expands on the material presented in GERM D001. and GERM D002. and completes the introduction to the language and cultures of the German-speaking countries through diverse perspectives, emphasizing inclusive practices to learning. Students will hone basic speaking, listening, reading and writing skills of German in real-life situations within a cultural framework. The focus will be on language as an expression of culture and include language laboratory practice to reinforce pronunciation, grammar, syntax and conversation on the elementary level. Following the completion of the course, students will be ready to..."	Y

Changed	Questions	Current Version	Proposed Version
			This is a great DEI statement, and you could think about adding even more to highlight other aspects of the course that directly speak to DEI/Equity. For example: "This course introduces the German language and cultures through diverse perspectives, emphasizing inclusive practices to learning. Yes. I For example, fostering expanded on inclusive classroom DEI/Equity discussions, the work. course introduces recent developments in German-speaking countries with regard to gender-inclusive and gender-neutral language. Assignments and evaluations provide multiple means of engagement, action, and expression, as outlined in Universal Design for Learning." Thanks for providing these examples of primary texts and references. Are there OER options, or ways for students to obtain these materials at low cost? Title 5 requirements and recommendations advocate for OER and/or other cost conscious and accessible options. If there are no appropriate representative OER options that's fine, just let me know in the Initiator Response box. This will satisfy the "required" element of this edit. "Kontakte" (9th edition) is around \$52 on amazon, which close to De Anza's LTC number, so this already pretty good.
1/6/2026	Basic Course Information	DEI Review	Suggested
1/6/2026	Specifications	Examples of Primary Texts and References	Required
			There are no appropriate OER, ZTC, or otherwise cost-conscious options.

Changed	Questions	Current Version	Proposed Version				
			1/6/2026 Specifications	Examples of Primary Texts and References	Suggested	Does this text reflect diverse perspectives and/or current events? If so, please let me know in the Initiator Response and note this in the DEI Box. Thank you!	The text addresses recently changing linguistic conventions (like gender inclusiveness) and cultural and political trends (e.g. more recently founded parties like the AfD).
			1/6/2026 Specifications	Assignments	Suggested	This is a great list of Assignments! Do any of these provide opportunities for students to revise prior to submitting? If yes, please consider adding this to the relevant assignments. If not, please disregard.	Disregarded
			1/6/2026 Specifications	Methods of Evaluation	Suggested	This is a fantastic list of evaluation methods! For any of these evaluation methods, are students provided examples of strong and/or successful assignments to clarify expectations? If yes, please note that next to the relevant assignments. If not applicable/appropriate, please disregard -- this section is already very strong!	Disregarded
	Stage 4: Articulation Officer	No Value	No Value				
!	Stage 5: De Anza General Education	No Value	Date	Tab	Part - Field	Type of Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
			2/9/2026	De Anza GE	Criteria 2	Required	Criteria 2: Need to address: Foster oral and written communication and collaborative exercises. Note that this criteria has three separate pieces: oral communication, written communication, and collaborative exercises.
	Stage 6: Content Review Matrix Liaison	No Value	No Value				

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 7: Dean of Online Learning	No Value	Date	Tab	Part - Field	Type of Edit	Edit	
			2/9/2026	Basic Course Information	Proposed Details - Attachments	Required	Need to attach updated Hybrid request form as the old version is currently attached. The Online request form is correct.	Y
	Stage 8: SLO Coordinator	No Value	No Value					
	Stage 10: 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	GERMD003.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000063861

Articulation

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

De Anza College

Change Report

03/03/2026

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.

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.
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: DEI

Section**Changed field**

DEI Review

Please summarize the ways in which your course includes DEI.

DEI Review

Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mi Chang	• Huafu Liu
	Course ID (CB01A and CB01B)	SIGND001.	SIGND001.
	Course Control Number	CCC000352244	CCC000352244
	Course Title (CB02)	Elementary American Sign Language (First Quarter)	Elementary American Sign Language (First Quarter)
	Short Course Title	ELEM AMER SIGN LANG/1ST QTR	ELEM AMER SIGN LANG/1ST QTR
	TOP Code (CB03)	0850.00	0850.00 Sign Language
	CIP Code	American Sign Language (ASL)	16.1601 American Sign Language (ASL)
	Department	SIGN - Sign Language	SIGN - Sign Language
❗	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational

Changed	Field	Current Version	Proposed Version
!	Course Description	The course provides an introduction to American Sign Language including expressive and receptive sign, the manual alphabet, facial expression, and body gestures with emphasis is on conversational skills in functional situations.	Students develop beginning proficiency in American Sign Language (ASL) through expressive and receptive communication. Emphasis is placed on vocabulary, grammar, the manual alphabet, facial expressions, and body movement. Students practice basic conversations in functional contexts and gain an introduction to Deaf culture and visual communication.
	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	• Sign Language, American
	Discipline 2	No value	No value
	Discipline 3	No value	No value
!	FSA	No value	• FHDA FSA - LINGUISTICS

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 general education requirements for De Anza and is a CSU and UC transferable class. This course also meets the major course requirements for the Liberal Arts Degree emphasis in Arts and Humanities. It teaches the elementary sign language and uses visual language.	This course meets general education requirements for De Anza and is a CSU and UC transferable class. This course also meets the major course requirements for the Liberal Arts Degree emphasis in Arts and Humanities. It teaches the elementary sign language and uses visual 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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>Students will develop foundational skills in American Sign Language (ASL) as a visual-gestural language while exploring Deaf culture as a rich linguistic and cultural community. Through interactive, visually based instruction, students will build communicative competence in ASL and gain an understanding of Deaf cultural norms, values, and perspectives. Course content, assignments, and methods of evaluation are intentionally designed to promote equity, inclusion, and accessibility. Instruction incorporates culturally responsive materials, multiple means of engagement and expression, and accessible, visual-centered teaching strategies to support diverse learning needs. Students will practice expressive and receptive signing skills, cultural awareness, and self-reflection through performance-based and formative assessments that emphasize progress and real-world communication. By the end of the course, students will be able to engage in basic ASL conversations, demonstrate increased visual literacy, apply appropriate cultural behaviors when interacting with Deaf individuals, and reflect on language learning as a process. Evaluation practices are applied equitably and support reasonable accommodations in accordance with Title 5 and disability access regulations to ensure fair and inclusive assessment for all students. The required textbook and instructional materials are low cost (under \$50.00).</u>

Changed	Field	Current Version	Proposed Version
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References

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 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 (In Development)

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

Associated Program Global Studies (In Development)

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

Associated Program Liberal Arts (Arts and Letters Emphasis)

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

Associated Program Liberal Arts (Arts and Letters Emphasis)

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

Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development)

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

Associated Program Liberal Arts (Arts and Letters Emphasis) (In Development)

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

Associated Program World Languages and Culture

Associated Program World Languages and Culture

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	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	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

Changed	Field	Current Version	Proposed Version
	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

Changed	Field	Current Version	Proposed Version
	Minimum Credit Units	5	5
	Maximum Credit Units	5	5

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

Specifications			
Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Homework and extended projects Field observation and field trips Collaborative learning and small group exercises Collaborative projects In-class exploration of Internet sites	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading Homework and extended projects Field observation and field trips Collaborative learning and small group exercises Collaborative projects In-class exploration of Internet sites

Changed	Field	Current Version	Proposed Version
	Assignments	1. Written assignments based on video presentations and workbook assignments. 2. Assigned readings from text and handouts 3. Using American Sign Language 1. Small group communications activities 2. Modeling ASL from live and video presentations 4. Attendance at one cultural event for deaf presentations 5. Cultural event response papers to include personal reaction and application to reading assignments and classroom exercises	1. Written assignments based on video presentations and workbook assignments. 2. Assigned readings from text and handouts 3. Using American Sign Language 1. Small group communications activities 2. Modeling ASL from live and video presentations 4. Attendance at one cultural event for deaf presentations 5. Cultural event response papers to include personal reaction and application to reading assignments and classroom exercises

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. Quizzes to evaluate understanding of aspects in Deaf Culture from texts and handouts. 2. Written assignments on video presentations and workbook assignments assessing a clear understanding of the syntax and structure of ASL. 3. Evaluate the accuracy and clarity in the use of ASL in group activities and correctly reproducing words and phases from modeled examples. 4. Comprehensive midterm and final testing for comprehension of and accurate use of ASL. 5. Completion of a cultural event response paper to assess ability to demonstrate cultural competency of deaf culture.	Methods of Evaluation 1. Quizzes to evaluate understanding of aspects in Deaf Culture from texts and handouts. 2. Written assignments on video presentations and workbook assignments assessing a clear understanding of the syntax and structure of ASL. 3. Evaluate the accuracy and clarity in the use of ASL in group activities and correctly reproducing words and phases from modeled examples. 4. Comprehensive midterm and final testing for comprehension of and accurate use of ASL. 5. Completion of a cultural event response paper to assess ability to demonstrate cultural competency of deaf culture.

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**

Title	No value
Author	Lentz, E. M., Mikos, K., and Smith, C. "Signing Naturally, Level 1" (Video text and accompanying workbook). San Diego, California: Dawn Sign Press, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Moore, Matthew, and Levitan, Linda. "For Hearing People Only", 4th Edition. Rochester, New York: Deaf Life Press, 2016.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Tenant, Richard, and Marianne Gluszak Brown. "American Sign Handshape Dictionary" (2nd Edition with CD). Washington, DC: Gallaudet University Press, 2010.

Title	Signing Naturally, Level 1 (Video text and accompanying workbook)
Author	Lentz, E. M., Mikos, K., and Smith, C.
Publisher	San Diego, California: Dawn Sign Press
Date/Edition	2008
ISBN	No value

Title	For Hearing People Only
Author	Moore, Matthew, and Levitan, Linda
Publisher	Rochester, New York: Deaf Life Press
Date/Edition	2016/4th Edition
ISBN	No value

Title	Learning American Sign Language: Beginning and Intermediate, Levels I–II
Author	Tom L. Humphries, Carol A. Padden, Robert (Rob) Hills, Peggy Lott, Daniel W. Renner
Publisher	Pearson
Date/Edition	2022/2nd Edition

Changed	Field	Current Version	Proposed Version																												
		<table><tr><td>Publisher</td><td>No value</td></tr><tr><td>Date/Edition</td><td>No value</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Publisher	No value	Date/Edition	No value	ISBN	No value	<table><tr><td>ISBN</td><td>No value</td></tr><tr><td>Title</td><td>Barron’s American Sign Language: A Comprehensive Guide to ASL 1 and 2</td></tr><tr><td>Author</td><td>David A. Stewart and Jennifer Stewart</td></tr><tr><td>Publisher</td><td>Barron’s Educational Services</td></tr><tr><td>Date/Edition</td><td>2021</td></tr><tr><td>ISBN</td><td>No value</td></tr><tr><td>Title</td><td>American Sign Language Made Easy for Beginners: A Visual Guide with ASL Signs, Lessons, and Quizzes</td></tr><tr><td>Author</td><td>Travis Belmontes-Merrell</td></tr><tr><td>Publisher</td><td>Rockridge Press</td></tr><tr><td>Date/Edition</td><td>2022</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	ISBN	No value	Title	Barron’s American Sign Language: A Comprehensive Guide to ASL 1 and 2	Author	David A. Stewart and Jennifer Stewart	Publisher	Barron’s Educational Services	Date/Edition	2021	ISBN	No value	Title	American Sign Language Made Easy for Beginners: A Visual Guide with ASL Signs, Lessons, and Quizzes	Author	Travis Belmontes-Merrell	Publisher	Rockridge Press	Date/Edition	2022	ISBN	No value
Publisher	No value																														
Date/Edition	No value																														
ISBN	No value																														
ISBN	No value																														
Title	Barron’s American Sign Language: A Comprehensive Guide to ASL 1 and 2																														
Author	David A. Stewart and Jennifer Stewart																														
Publisher	Barron’s Educational Services																														
Date/Edition	2021																														
ISBN	No value																														
Title	American Sign Language Made Easy for Beginners: A Visual Guide with ASL Signs, Lessons, and Quizzes																														
Author	Travis Belmontes-Merrell																														
Publisher	Rockridge Press																														
Date/Edition	2022																														
ISBN	No value																														

Changed	Field	Current Version	Proposed Version



Suggested Reading List

No value

Reading List Armstrong, David E, William C. Stokoe, and Wilcox, Sherman E. "Gesture and the nature of language". Cambridge: Cambridge University Press, 1995.

May include, but are not limited to No value

Reading List Armstrong, David. "Original signs: Gesture, sign, and the sources of language". Washington, DC: Gallaudet University Press, 1999.

May include, but are not limited to No value

Reading List Bienvenue, M.J., and Betty Colonos. "An Introduction to American Deaf Culture: "Rules of Social Interaction"; "Values"; "Language and Traditions"; "Group Norms"; "Identity"; (videotape series). Burtonsville, Maryland: Sign Media, Inc., 1988.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Buisson, Gerald, "Using online glossing lessons for accelerated instruction in ASL for preservice deaf education majors." American Annals of the Deaf.152.3: 1-343, 2006.	
		May include, but are not limited to No value	
		Reading List Burch, Susan. "Signs of Resistance: American Deaf Cultural History, 1900 to World War II." New York: New York University Press, 2002.	
		May include, but are not limited to No value	
		Reading List Chomsky, Noam. "Language and Mind", 3d ed. New York: Cambridge University Press, 2006.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Chamberlain, J. P. Morford, & R. I. "Mayberry Language Acquisition by Eye". Mahwah, NJ: Erlbaum, 2000.	
		May include, but are not limited to No value	
		Reading List Gannon, J. R., Butler, J., & Gilbert, L.-J. "Deaf heritage: A narrative history of deaf America". Washington, D.C: Gallaudet University Press, 2012.	
		May include, but are not limited to No value	
		Reading List Nomeland, M. M., & Nomeland, R. E. "The deaf community in America: History in the making". Jefferson, N.C: McFarland, 2008.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to	
		Reading List Parks, Elizabeth. "Treatment of Signed Languages in Deaf History Texts." Sign Language Studies 8.1 (2007): 72-93.	
		May include, but are not limited to	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Distinguish the basic linguistic principles that are the foundation for American Sign Language as a conventional language distinct from English. • Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions. • Demonstrate comprehension mastery and production proficiency. • Formulate visual gestural accuracy and fluency. • Distinguish basic elements of Deaf culture and value and apply appropriate social interaction skills.	• Distinguish the basic linguistic principles that are the foundation for American Sign Language as a conventional language distinct from English. • Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions. • Demonstrate comprehension mastery and production proficiency. • Formulate visual gestural accuracy and fluency. • Distinguish basic elements of Deaf culture and value and apply appropriate social interaction skills.

Changed	Field	Current Version	Proposed Version



CSLOs

CSLOs

Distinguish basic linguistic principles of American Sign Language and to formulate thoughts and phrases utilizing visual and gestural language skills.

Expected

0.0

SLO

Performance

CSLOs

Distinguish basic linguistic principles of American Sign Language.

Expected

0.0

SLO

Performance

CSLOs

Formulate thoughts and phrases using visual and gestural language skills.

Expected

0.0

SLO

Performance

CSLOs

Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions.

Expected

0.0

SLO

Performance

CSLOs

Understand and apply the grammatical principles of American Sign Language structures introduced.

Expected

0.0

SLO

Performance

CSLOs

Demonstrate communicative competence in language functions through targeted social interactions.

Expected

0.0

SLO

Performance

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Distinguish the basic linguistic principles that are the foundation for American Sign Language as a conventional language distinct from English. 1. Distinguish characteristics of ASL as a signed language. 1. Compare the modalities of written, spoken and signed languages 2. Compare and contrast ASL to spoken languages, including foreign languages 3. Compare the relationship of ASL to foreign signed languages, including historical links to French Signed Language (FSL). 4. Compare ASL to manually-coded signed English 2. Compare and contrast ASL to English. 1. As systems of communication 2. In conceptual qualities 3. In language characteristics of productivity, arbitrariness and displacement. 2. Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions. 1. Language Functions 1. Introducing oneself	1. Distinguish the basic linguistic principles that are the foundation for American Sign Language as a conventional language distinct from English. 1. Distinguish characteristics of ASL as a signed language. 1. Compare the modalities of written, spoken and signed languages 2. Compare and contrast ASL to spoken languages, including foreign languages 3. Compare the relationship of ASL to foreign signed languages, including historical links to French Signed Language (FSL). 4. Compare ASL to manually-coded signed English 2. Compare and contrast ASL to English. 1. As systems of communication 2. In conceptual qualities 3. In language characteristics of productivity, arbitrariness and displacement. 2. Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions. 1. Language Functions 1. Introducing oneself

Changed	Field	Current Version	Proposed Version
		1. Asking for names	1. Asking for names
		2. Confirming information	2. Confirming information
		3. Correcting information	3. Correcting information
		2. Exchanging personal information	2. Exchanging personal information
		1. Asking if someone is deaf or hearing	1. Asking if someone is deaf or hearing
		2. Asking where sign language was learned	2. Asking where sign language was learned
		3. Responding to information	3. Responding to information
		3. Explaining surroundings	3. Explaining surroundings
		1. Locations	1. Locations
		2. Asking and telling where	2. Asking and telling where
		3. Expressing wants	3. Expressing wants
		4. Correcting information	4. Correcting information
		4. Indicating where one lives	4. Indicating where one lives
		1. Asking and telling where	1. Asking and telling where
		2. Asking and telling about transportation methods	2. Asking and telling about transportation methods
		5. Describing family members	5. Describing family members
		1. Asking/telling about marital status, siblings and children	1. Asking/telling about marital status, siblings and children
		2. Asking about number - how many	2. Asking about number - how many
		6. Describing Activities	6. Describing Activities
		1. Apologizing, giving reasons	1. Apologizing, giving reasons

Changed	Field	Current Version	Proposed Version
		2. Giving opinions	2. Giving opinions
		3. Suggesting activities	3. Suggesting activities
		2. Grammar	2. Grammar
		1. Introducing oneself	1. Introducing oneself
		1. Yes/no questions	1. Yes/no questions
		2. Wh- questions: "what, who"	2. Wh- questions: "what, who"
		3. Personal pronouns	3. Personal pronouns
		4. Spatial referencing	4. Spatial referencing
		5. Numbers 1-10	5. Numbers 1-10
		2. Exchanging personal information	2. Exchanging personal information
		1. Agent marker	1. Agent marker
		2. Yes/no questions	2. Yes/no questions
		3. Wh- questions: "where"	3. Wh- questions: "where"
		4. Negation: "not"	4. Negation: "not"
		3. Explaining surroundings	3. Explaining surroundings
		1. Real world orientation	1. Real world orientation
		2. Non-manual markers: "cs", "far away"	2. Non-manual markers: "cs", "far away"
		3. number 11-15	3. number 11-15
		4. Indicating where one lives	4. Indicating where one lives
		1. Wh- questions: "where", "how"	1. Wh- questions: "where", "how"
		2. Real world orientation	2. Real world orientation
		3. Noun-verb pairs	3. Noun-verb pairs
		4. Numbers 16- 20	4. Numbers 16- 20
		5. Describing family members.	5. Describing family members.

Changed	Field	Current Version	Proposed Version
		1. Possessive pronouns	1. Possessive pronouns
		2. Yes/no questions, negative responses: "no", "not", "none", contrastive structure	2. Yes/no questions, negative responses: "no", "not", "none", contrastive structure
		6. Describing activities	6. Describing activities
		1. Time signs	1. Time signs
		2. Wh- questions: "what-to-do"	2. Wh- questions: "what-to-do"
		3. Dual pronouns: "us-two"	3. Dual pronouns: "us-two"
		4. Phrasing: listing activities	4. Phrasing: listing activities
		5. Numbers 26-30, multiples of 5 (up to 100)	5. Numbers 26-30, multiples of 5 (up to 100)
		3. Language Structures	3. Language Structures
		1. Employ the manual alphabet.	1. Employ the manual alphabet.
		2. Employ cardinal numbers.	2. Employ cardinal numbers.
		3. Distinguish between personal and possessive pronoun and pronoun copy.	3. Distinguish between personal and possessive pronoun and pronoun copy.
		4. Apply simple question types appropriately.	4. Apply simple question types appropriately.
		5. Employ spatial referencing appropriately.	5. Employ spatial referencing appropriately.
		6. Express noun/verb agreement.	6. Express noun/verb agreement.
		7. Describe contrastive structure.	7. Describe contrastive structure.
		8. Express affirmation and negation appropriately.	8. Express affirmation and negation appropriately.

Changed	Field	Current Version	Proposed Version
		3. Demonstrate comprehension mastery and production proficiency. 1. Observation, repetition and initiation of alphabet hand shapes, signed vocabulary and targeted language functions 2. Asking and responding to questions 3. Following a series of basic commands 4. Formulate visual gestural accuracy and fluency. 1. Visual discrimination and memory skills 2. The application of hand shape, orientation, location, position and movement using one handed, two-handed, symmetrical and non-symmetrical signs. 3. Use of basic non-manual markers 4. Spatialization 5. Distinguish basic elements of Deaf culture and value and apply appropriate social interaction skills. 1. Cultural identity of deaf in hearing cultures 2. Distinct communication behaviors and their cultural meanings 1. Methods to obtain attention 2. Greeting 3. Ensuring communication 4. Sharing information 5. The effects of turning one's back 6. Leave-taking	3. Demonstrate comprehension mastery and production proficiency. 1. Observation, repetition and initiation of alphabet hand shapes, signed vocabulary and targeted language functions 2. Asking and responding to questions 3. Following a series of basic commands 4. Formulate visual gestural accuracy and fluency. 1. Visual discrimination and memory skills 2. The application of hand shape, orientation, location, position and movement using one handed, two-handed, symmetrical and non-symmetrical signs. 3. Use of basic non-manual markers 4. Spatialization 5. Distinguish basic elements of Deaf culture and value and apply appropriate social interaction skills. 1. Cultural identity of deaf in hearing cultures 2. Distinct communication behaviors and their cultural meanings 1. Methods to obtain attention 2. Greeting 3. Ensuring communication 4. Sharing information 5. The effects of turning one's back 6. Leave-taking

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

Changed	Questions	Current Version	Proposed Version
	3. Identify the areas in the course outline of record that justify the unit(s) and/or hour(s) change.	No Value	No Value
	Office Use ONLY: For a REVISION, state the existing unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For a REVISION, state the new unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value
	Office Use ONLY: For NEW, state the unit(s); lec hour(s) and load; lab hour(s) and load; and seat count.	No Value	No Value

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	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

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

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	Methods of Evaluation A: Quizzes to evaluate understanding of aspects in Deaf Culture from texts and handouts.
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignment E: Cultural event response papers to include personal reaction and application to reading assignments and classroom exercises
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluation E: Completion of a cultural event response paper to assess ability to demonstrate cultural competency of deaf culture.
!	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Methods of Evaluation D: Comprehensive midterm and final testing for comprehension of and accurate use of ASL.

Changed	Questions	Current Version	Proposed Version
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline B: Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions.
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Outline E: Distinguish basic elements of Deaf culture and value and apply appropriate social interaction skills.
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Methods of Evaluation B: Written assignments on video presentations and workbook assignments assessing a clear understanding of the syntax and structure of ASL.
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Methods of Evaluation E: Completion of a cultural event response paper to assess ability to demonstrate cultural competency of deaf culture.
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Methods of Evaluation B: Written assignments on video presentations and workbook assignments assessing a clear understanding of the syntax and structure of ASL.

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	Outline A: Distinguish the basic linguistic principles that are the foundation for American Sign Language as a conventional language distinct from English.
!	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. 1. Small group communications activities. Methods of Evaluation B: Written assignments on video presentations and workbook assignments assessing a clear understanding of the syntax and structure of ASL.

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: Understand and apply the grammatical principles of American Sign Language structures introduced and demonstrate communicative competence in language functions through targeted social interactions.
	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 E.1. Cultural identity of deaf in hearing cultures.
	Criteria 5: Provide global and historical context. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline A.1.c. Compare the relationship of ASL to foreign signed languages, including historical links to French Signed Language (FSL).

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: Completion of a cultural event response paper to assess ability to demonstrate cultural competency of deaf culture.

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)	SIGN 001	SIGN 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)	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

Comments

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
	Stage 3: DEI	No Value						
			Date	Tab	Part - Field	Type of Edit	Edit	
			02/12/2026	Basic Course Information	Course Description	Suggested	Consider minor revisions to reframe the course description using welcoming, student-centered language (for example/such as: "Students will..."), and consider adding a bit of additional information describing the knowledge, skills, and abilities students will gain upon the completion of the course.	Y

Changed	Questions	Current Version	Proposed Version
			Thanks for providing this example of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Y Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the instructor response box. Please also let me know if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.
		02/12/2026	Specifications of Primary Texts and References Required

Changed	Questions	Current Version	Proposed Version
		02/12/2026	Specifications Methods of Evaluation Suggested
			Thanks for this detailed list of evaluation methods! For any of these evaluations, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If so, consider noting this for the relevant assignment. If not appropriate, please disregard. Consider minor additions/revisions to the outline to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. This may be discussed as part of "Cultural identity of deaf in hearing cultures", or somewhere else in the outline. If yes, let me know in the initiator response comments. If not appropriate, please disregard.
		02/12/2026	Outline Course Outline Suggested
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value

Changed	Questions	Current Version	Proposed Version

	Stage 7: Dean of Online Learning	No Value	No Value

	Stage 8: SLO Coordinator	No Value	No Value

	Stage 10: 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	SIGND001.

	Distance Education Approved	No

	Board of Trustees Approval Date	

	Curriculum Committee Approval Date	

	Time to Next Review	Sep 1, 2025 12:00:00 AM

	External Review Approval Date	Sep 1, 2020 12:00:00 AM

	Course Control Number	CCC000352244

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

De Anza College

Change Report

03/03/2026

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
Req/Adv	Advisory(ies):
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.
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: DEI
DEI Review	Please summarize the ways in which your course includes DEI.

Section

Changed field

DEI Review

Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
❗	Faculty Initiator	• Mi Chang	• Huafu Liu
	Course ID (CB01A and CB01B)	SIGND002.	SIGND002.
	Course Control Number	CCC000374321	CCC000374321
	Course Title (CB02)	Elementary American Sign Language (Second Quarter)	Elementary American Sign Language (Second Quarter)
	Short Course Title	ELEM AMER SIGN LANG/2ND QTR	ELEM AMER SIGN LANG/2ND QTR
	TOP Code (CB03)	0850.00	0850.00 Sign Language
	CIP Code	American Sign Language (ASL)	16.1601 American Sign Language (ASL)
	Department	SIGN - Sign Language	SIGN - Sign Language
❗	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
❗	Course Description	This course builds on basic principles and vocabulary introduced in SIGN D001. Students will further develop skills including expressive and receptive sign, the manual alphabet, facial expression, and body gestures. An emphasis will be placed on conversational skills in functional situations, continued vocabulary and grammatical expression development, and the knowledge of Deaf culture and community.	Students will further develop expressive and receptive signing skills, including use of the manual alphabet, facial expressions, and body gestures. Emphasis is placed on building conversational ability in functional situations, expanding vocabulary and grammatical expression, and developing knowledge of Deaf culture and the Deaf community.
	Course Type (CB27)	• Lower Division	• Lower Division

Changed	Field	Current Version	Proposed Version
	Mode of Delivery	No value	In person ONLY

Faculty Requirements

Changed	Field	Current Version	Proposed Version
	Discipline 1	No value	Sign Language, American
	Discipline 2	No value	No value
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - LINGUISTICS

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 general education requirements for De Anza and is a CSU and UC transferable class. This course also meets the major course requirements for the Liberal Arts A.A. Degree. It teaches the intermediate sign language and uses visual language.	This course meets general education requirements for De Anza and is a CSU and UC transferable class. This course also meets the major course requirements for the Liberal Arts A.A. Degree. It teaches the intermediate sign language and uses visual 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

DEI Review			

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>Students will develop foundational skills in American Sign Language (ASL) as a visual-gestural language while exploring Deaf culture as a rich linguistic and cultural community. Through interactive, visually based instruction, students will build communicative competence in ASL and gain an understanding of Deaf cultural norms, values, and perspectives. Course content, assignments, and methods of evaluation are intentionally designed to promote equity, inclusion, and accessibility. Instruction incorporates culturally responsive materials, multiple means of engagement and expression, and accessible, visual-centered teaching strategies to support diverse learning needs. Students will practice expressive and receptive signing skills, cultural awareness, and self-reflection through performance-based and formative assessments that emphasize progress and real-world communication. By the end of the course, students will be able to engage in basic ASL conversations, demonstrate increased visual literacy, apply appropriate cultural behaviors when interacting with Deaf individuals, and reflect on language learning as a process. Evaluation practices are applied equitably and support reasonable accommodations in accordance with Title 5 and disability access regulations to ensure fair and inclusive assessment for all students. The required textbook and instructional materials are low cost (under \$50.00).</u>
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References

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	

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version	Proposed Version								
	Course is part of a program	<table><tr><td>Associated Program</td><td>Global Studies</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Global Studies	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Associated Program</td><td>Global Studies</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Global Studies	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Global Studies								
		Award Type	Associate in Arts (A.A.) Degree								
		Associated Program	Global Studies								
		Award Type	Associate in Arts (A.A.) Degree								
		<table><tr><td>Associated Program</td><td>Global Studies</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Global Studies	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Global Studies</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Global Studies	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Global Studies								
		Award Type	Certificate of Achievement-Advanced (COA-A)								
		Associated Program	Global Studies								
		Award Type	Certificate of Achievement-Advanced (COA-A)								
		<table><tr><td>Associated Program</td><td>Global Studies (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Global Studies (In Development)	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Associated Program</td><td>Global Studies (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	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 (In Development)								
Award Type	Associate in Arts (A.A.) Degree										
<table><tr><td>Associated Program</td><td>Global Studies (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Global Studies (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)	<table><tr><td>Associated Program</td><td>Global Studies (In Development)</td></tr><tr><td>Award Type</td><td>Certificate of Achievement-Advanced (COA-A)</td></tr></table>	Associated Program	Global Studies (In Development)	Award Type	Certificate of Achievement-Advanced (COA-A)		
Associated Program	Global Studies (In Development)										
Award Type	Certificate of Achievement-Advanced (COA-A)										
Associated Program	Global Studies (In Development)										
Award Type	Certificate of Achievement-Advanced (COA-A)										
<table><tr><td>Associated Program</td><td>Liberal Arts (Arts and Letters Emphasis)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Associated Program</td><td>Liberal Arts (Arts and Letters Emphasis)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Liberal Arts (Arts and Letters Emphasis)	Award Type	Associate in Arts (A.A.) Degree		
Associated Program	Liberal Arts (Arts and Letters Emphasis)										
Award Type	Associate in Arts (A.A.) Degree										
Associated Program	Liberal Arts (Arts and Letters Emphasis)										
Award Type	Associate in Arts (A.A.) Degree										
<table><tr><td>Associated Program</td><td>Liberal Arts (Arts and Letters Emphasis) (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	Award Type	Associate in Arts (A.A.) Degree	<table><tr><td>Associated Program</td><td>Liberal Arts (Arts and Letters Emphasis) (In Development)</td></tr><tr><td>Award Type</td><td>Associate in Arts (A.A.) Degree</td></tr></table>	Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)	Award Type	Associate in Arts (A.A.) Degree		
Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)										
Award Type	Associate in Arts (A.A.) Degree										
Associated Program	Liberal Arts (Arts and Letters Emphasis) (In Development)										
Award Type	Associate in Arts (A.A.) Degree										
<table><tr><td>Associated Program</td><td>World Languages and Culture</td></tr><tr><td></td><td></td></tr></table>	Associated Program	World Languages and Culture			<table><tr><td>Associated Program</td><td>World Languages and Culture</td></tr><tr><td></td><td></td></tr></table>	Associated Program	World Languages and Culture				
Associated Program	World Languages and Culture										
Associated Program	World Languages and Culture										

Changed	Field	Current Version		Proposed Version	
		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	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value	<table><tr><td>System/Institution</td><td>De Anza GE</td></tr><tr><td>Area(s)</td><td>• 2G3X - Approved.</td></tr><tr><td>-</td><td>No value</td></tr></table>	System/Institution	De Anza GE	Area(s)	• 2G3X - Approved.	-	No value
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	No value														
System/Institution	De Anza GE														
Area(s)	• 2G3X - Approved.														
-	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 Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Homework and extended projects Field observation and field trips Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Homework and extended projects Field observation and field trips Collaborative learning and small group exercises Collaborative projects Quiz and examination review performed in class
	Assignments	1. Written assignments based on video presentations and workbook assignments 2. Use of American Sign Language 1. Small group communication activities 2. Modeling ASL from live and video presentations 3. Attendance at a Deaf cultural event	1. Written assignments based on video presentations and workbook assignments 2. Use of American Sign Language 1. Small group communication activities 2. Modeling ASL from live and video presentations 3. Attendance at a Deaf cultural event

Changed	Field	Current Version	Proposed Version
	Methods of Evaluation	Methods of Evaluation	Methods of EvaluationMethods of Evaluation

Changed	Field	Current Version	Proposed Version
		Methods of Evaluation 1. Quizzes to evaluate understanding of American Sign Language and aspects of Deaf culture from assigned readings and handouts. 2. Midterm and comprehensive final exam to assess comprehension of readings and accurate use of ASL. 3. Develop videotape production samples to assess comprehension and accurate use of symmetrical and non-symmetrical signs and body and gestures to express grammatical information. 4. Evaluate production proficiency in ASL in individual, group activities and in class presentations. Participation in communication activities in class to increase abilities in producing functional	Methods of Evaluation 1. Quizzes to evaluate understanding of American Sign Language and aspects of Deaf culture from assigned readings and handouts. 2. Midterm and comprehensive final exam to assess comprehension of readings and accurate use of ASL. 3. Develop videotape production samples to assess comprehension and accurate use of symmetrical and non-symmetrical signs and body and gestures to express grammatical information. 4. Evaluate production proficiency in ASL in individual, group activities and in class presentations. Participation in communication activities in class to increase abilities in producing functional

Changed	Field	Current Version	Proposed Version
		vocabulary and finger spelling. 5. Completion of a cultural event response paper to assess ability to demonstrate cultural competency of deaf culture.	vocabulary and finger spelling. 5. Completion of a cultural event response paper to assess ability to demonstrate cultural competency of deaf culture.
	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	*Lentz, E. M., Mikos, K., and Smith, C. "Signing Naturally, Level 1" (Video text and accompanying workbook). San Diego, California: Dawn Sign Press, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	*Cohen, Leah, "Train Go Sorry: Inside a Deaf World". Westminster, MD: Random House, 1994.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Signing Naturally, Level 1 (Video text and accompanying workbook)
Author	Lentz, E. M., Mikos, K., and Smith, C.
Publisher	San Diego, California: Dawn Sign Press
Date/Edition	2008
ISBN	No value

Title	Learning American Sign Language: Levels I & II – Beginning & Intermediate
Author	Tom L. Humphries, Carol A. Padden, Robert (Rob) Hills, Peggy Lott, Daniel W. Renner
Publisher	Pearson
Date/Edition	2022/2nd Edition
ISBN	No value

Title	Barron's American Sign Language: A Comprehensive Guide to ASL 1 and 2
Author	David A. Stewart and Jennifer Stewart
Publisher	Barron's Educational Services

Changed	Field	Current Version	Proposed Version
			Date/Edition2021 ISBNNo value
			TitleAmerican Sign Language Made Easy for Beginners: A Visual Guide with ASL Signs, Lessons, and Quizzes AuthorTravis Belmontes-Merrell PublisherRockridge Press Date/Edition2022 ISBNNo value

Changed	Field	Current Version	Proposed Version



Suggested Reading List

No value

Reading List Bienvenue, M.J., and Betty Colonos. "An Introduction to American Deaf Culture: "Rules of Social Interaction"; "Values"; "Language and Traditions"; "Group Norms"; "Identity"; (videotape series). Burtonsville, Maryland: Sign Media, Inc., 1988.

May include, but are not limited to No value

Reading List Buisson, Gerald, "Using online glossing lessons for accelerated instruction in ASL for preservice deaf education majors." American Annals of the Deaf.152.3: 1-343, 2006.

May include, but are not limited to No value

Reading List Burch, Susan. "Signs of Resistance: American Deaf Cultural History, 1900 to World War II." New York: New York University Press, 2002.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Chamberlain, J. P. Morford, & R. I. Mayberry Language acquisition by eye. Mahwah, NJ: Erlbaum, 2000.	
		May include, but are not limited to No value	
		Reading List Chomsky, Noam. Language and Mind, 3d ed. New York: Cambridge University Press, 2006.	
		May include, but are not limited to No value	
		Reading List Gannon, J. R., Butler, J., & Gilbert, L.-J. Deaf heritage: A narrative history of deaf America. Washington, D.C: Gallaudet University Press, 2012.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Miller, M. "Sign Iconicity and Receptive Vocabulary. " American Annals of the Deaf 152.5 (2008): 441-449. Research Library.	
		May include, but are not limited to No value	
		Reading List Nomeland, M. M., & Nomeland, R. E. (2012). The deaf community in America: History in the making. Jefferson, N.C: McFarland, 2011.	
		May include, but are not limited to No value	
		Reading List Padden, Carol and Tom Humphries, "Deaf In America: Voices From A Culture". Cambridge, Massachusetts: Harvard University Press, 1990.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Rosen, R. S. (May 02, 2010). American Sign Language Curricula: A Review. Sign Language Studies, 10, 3, 348-381.	
		May include, but are not limited to No value	
		Reading List Thompson R. Emmorey, K. and Kluender, R. "Learning to look: The acquisition of eye gaze agreement during the production of ASL verbs." Bilingualism 12.4 (2009): 393-409.	
		May include, but are not limited to No value	
		Reading List Valli, Clayton and Ceil Lucas, "Linguistics of American Sign Language". Washington, D.C.: Gallaudet University Press, 2005.	

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to	
		Reading List Wilcox, Sherman and Phyllis Wilcox, "Learning to See- American Sign Language as a Second Language". Englewood Cliffs, NJ: Prentice-Hall Regents, 1997.	
		May include, but are not limited to	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	• Distinguish the American Sign Language phonology and morphology from synthetic languages. • Increase skills in the linguistic functions and structural components of American Sign Language through contextual social interaction. • Increase abilities in producing functional vocabulary and finger spelling. • Use symmetrical and non-symmetrical signs and employ body and gestures to express grammatical information. • Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.	• Distinguish the American Sign Language phonology and morphology from synthetic languages. • Increase skills in the linguistic functions and structural components of American Sign Language through contextual social interaction. • Increase abilities in producing functional vocabulary and finger spelling. • Use symmetrical and non-symmetrical signs and employ body and gestures to express grammatical information. • Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.

Changed	Field	Current Version	Proposed Version
!	CSLOs	CSLOs Students will be able to give directions; describe other people; make requests; describe family and occupations; attribute qualities to others; describe routines; explain issues within the deaf culture and community.	CSLOs Students will be able to give directions; describe other people; make requests; describe family and occupations; attribute qualities to others; describe routines; explain issues within the deaf culture and community.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
		CSLOs Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.	CSLOs Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.
		Expected SLO Performance 0.0	Expected SLO Performance 0.0
			CSLOs Apply sign language skills to give directions, make requests, describe people, families, occupations, routines, and attribute qualities to others in everyday contexts.
			Expected SLO Performance 0.0

Changed	Field	Current Version	Proposed Version
			CSLOs Explain issues related to Deaf culture and the Deaf community, demonstrating cultural awareness and appropriate language use. Expected SLO Performance 0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Distinguish the American Sign Language phonology and morphology from synthetic languages. 1. ASL Phonology 1. Analysis of signed word parts (cheromes) to include hand shape, orientation, location and movement/holds 2. Compare sequential characteristic of phonemes to simultaneous and sequential characteristics of cheromes 2. ASL Morphology as a polysynthetic language type (ASL) as compared to synthetic language type (English) 3. Definition, types, role and functions of classifiers as a unique characteristic of ASL 2. Increase skills in the linguistic functions and structural components of American Sign Language through contextual social interaction. 1. Language Functions 1. Giving directions 1. Asking/telling where 2. Explaining need 3. Interrupting conversations 4. Confirming: "Right" 5. Expressing uncertainty 2. Describing other people 1. Identifying present people: "See" 2. Confirming: "that-one" 3. Correcting: "Wave-no" 3. Making requests 1. Giving locations 2. Giving commands 3. Offering assistance 4. Accepting/declining offer	1. Distinguish the American Sign Language phonology and morphology from synthetic languages. 1. ASL Phonology 1. Analysis of signed word parts (cheromes) to include hand shape, orientation, location and movement/holds 2. Compare sequential characteristic of phonemes to simultaneous and sequential characteristics of cheromes 2. ASL Morphology as a polysynthetic language type (ASL) as compared to synthetic language type (English) 3. Definition, types, role and functions of classifiers as a unique characteristic of ASL 2. Increase skills in the linguistic functions and structural components of American Sign Language through contextual social interaction. 1. Language Functions 1. Giving directions 1. Asking/telling where 2. Explaining need 3. Interrupting conversations 4. Confirming: "Right" 5. Expressing uncertainty 2. Describing other people 1. Identifying present people: "See" 2. Confirming: "that-one" 3. Correcting: "Wave-no" 3. Making requests 1. Giving locations 2. Giving commands 3. Offering assistance 4. Accepting/declining offer

Changed	Field	Current Version	Proposed Version
		5. Asking for clarification 4. Describing family and occupations 1. Explaining relationships 2. Asking/telling how long 3. Asking/telling how old 5. Attributing qualities to others 6. Describing routines 1. Solving conflicts 2. Telling what time 2. Grammar 1. Giving directions: 1. Ordinal numbers 2. Topic/comment structure 3. Spatial referencing 2. Describing other people 1. Wh-question: "Who" 2. Descriptive classifiers 3. Dontrastive structure 4. Numbers{ multiples of 5, 10, 11 3. Making requests 1. Spatial verbs 2. Inflective verbs 3. Spatial referencing 4. Role shifting 5. Money numbers 6. Numbers 51-75 4. Describing family and occupations 1. Possessive pronouns 2. Wh-questions: "how-old", and "how-long" 3. Listing principle: ranking family members 4. Dual personal pronouns 5. Age numbers	5. Asking for clarification 4. Describing family and occupations 1. Explaining relationships 2. Asking/telling how long 3. Asking/telling how old 5. Attributing qualities to others 6. Describing routines 1. Solving conflicts 2. Telling what time 2. Grammar 1. Giving directions: 1. Ordinal numbers 2. Topic/comment structure 3. Spatial referencing 2. Describing other people 1. Wh-question: "Who" 2. Descriptive classifiers 3. Dontrastive structure 4. Numbers{ multiples of 5, 10, 11 3. Making requests 1. Spatial verbs 2. Inflective verbs 3. Spatial referencing 4. Role shifting 5. Money numbers 6. Numbers 51-75 4. Describing family and occupations 1. Possessive pronouns 2. Wh-questions: "how-old", and "how-long" 3. Listing principle: ranking family members 4. Dual personal pronouns 5. Age numbers

Changed	Field	Current Version	Proposed Version
		6. Numbers 67-98 5. Attributing qualities to others 1. One-character role shifting 2. Contrastive structure 6. Describing routines 1. Temporal sequencing 2. Times signs: frequency 3. clock numbers 4. Wh-questions: "when" 3. Language Structures 1. Tense indicators and time signs 2. Multiple numbers 3. Ordinal numbers 4. Using reference points 5. Sentence types 1. Yes or No 2. Complex question types 3. Negatives 4. Statements 6. Finger spelling 4. Issues within the deaf culture and community 3. Increase abilities in producing functional vocabulary and finger spelling. 1. Practice in reading and signing 3, 4, and 5- letter finger spelled words, signed vocabulary and targeted language functions 2. Engage in communication practice in dialogues and small groups 3. Utilize assigned videotape and workbook exercises 4. Use symmetrical and non-symmetrical signs and employ body and gestures to express grammatical information. 1. Compare hand shape, orientation, location, movement of one handed, two-handed, symmetrical and non-symmetrical signs.	6. Numbers 67-98 5. Attributing qualities to others 1. One-character role shifting 2. Contrastive structure 6. Describing routines 1. Temporal sequencing 2. Times signs: frequency 3. clock numbers 4. Wh-questions: "when" 3. Language Structures 1. Tense indicators and time signs 2. Multiple numbers 3. Ordinal numbers 4. Using reference points 5. Sentence types 1. Yes or No 2. Complex question types 3. Negatives 4. Statements 6. Finger spelling 4. Issues within the deaf culture and community 3. Increase abilities in producing functional vocabulary and finger spelling. 1. Practice in reading and signing 3, 4, and 5- letter finger spelled words, signed vocabulary and targeted language functions 2. Engage in communication practice in dialogues and small groups 3. Utilize assigned videotape and workbook exercises 4. Use symmetrical and non-symmetrical signs and employ body and gestures to express grammatical information. 1. Compare hand shape, orientation, location, movement of one handed, two-handed, symmetrical and non-symmetrical signs.

Changed	Field	Current Version	Proposed Version
		2. Match non-manual markers with language functions, including facial expression, use of body and gestures to convey grammatical information. 5. Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community. 1. Develop an awareness of ASL linguistic foundations 1. Precursors to ASL including Vineyard and French antecedents (Old French Sign) 2. Contributions of Thomas Gallaudet and Laurent Clerc in introducing ASL to the United States 3. Introduction, development and spread of ASL in the Deaf community, the intersection with the hearing world, including historical changes and debates about communication and education methods, and linguistic authenticity. 2. Comprehend the cultural identity model for inclusion in Deaf communities 1. Audiological dimension 2. Social dimension 3. Linguistic dimension 4. Political dimension	2. Match non-manual markers with language functions, including facial expression, use of body and gestures to convey grammatical information. 5. Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community. 1. Develop an awareness of ASL linguistic foundations 1. Precursors to ASL including Vineyard and French antecedents (Old French Sign) 2. Contributions of Thomas Gallaudet and Laurent Clerc in introducing ASL to the United States 3. Introduction, development and spread of ASL in the Deaf community, the intersection with the hearing world, including historical changes and debates about communication and education methods, and linguistic authenticity. 2. Comprehend the cultural identity model for inclusion in Deaf communities 1. Audiological dimension 2. Social dimension 3. Linguistic dimension 4. Political dimension
	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): SIGN D001. or equivalent

SIGN D001. or equivalent

Corequisite(s): No Value

No Value



Advisory(ies): No Value

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

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

Outline B: Increase skills in the linguistic functions and structural components of American Sign Language through contextual social interaction.



Objective 2: Develop analytical ideas and topics for essays.

No Value

Methods of Evaluation E: Completion of a cultural event response paper to assess ability to demonstrate cultural competency of deaf culture.

Changed	Questions	Current Version	Proposed Version
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluation C: Develop videotape production samples to assess comprehension and accurate use of symmetrical and non-symmetrical signs and body and gestures to express grammatical information.
!	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Outline E: Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community.
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline E.2. Comprehend the cultural identity model for inclusion in Deaf communities
!	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Outline E.1.c. Introduction, development and spread of ASL in the Deaf community, the intersection with the hearing world, including historical changes and debates about communication and education methods, and linguistic authenticity.
!	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Methods of Evaluation B: Midterm and comprehensive final exam to assess comprehension of readings and accurate use of ASL.
!	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Methods of Evaluation E: Completion of a cultural event response paper to assess ability to demonstrate cultural competency of deaf culture.
!	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Outline B: Increase skills in the linguistic functions and structural components of American Sign Language through contextual social interaction.

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 A: Distinguish the American Sign Language phonology and morphology from synthetic languages.
	 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 A: Written assignments based on video presentations and workbook assignments. Assignment B.1.:Small group communication activities.

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 Evaluation D: Evaluate production proficiency in ASL in individual, group activities and in class presentations. Participation in communication activities in class to increase abilities in producing functional vocabulary and finger spelling.
	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 E.2.: Comprehend the cultural identity model for inclusion in Deaf communities.
	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 E.1.b.: Contributions of Thomas Gallaudet and Laurent Clerc in introducing ASL to the United States.

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: Increase skills in the linguistic functions and structural components of American Sign Language through contextual social interaction.

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)	SIGN 002	SIGN 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	Cal-GETC/DA GE changes appr. 9/23/24 (effect. F25). -mc	Cal-GETC/DA GE changes appr. 9/23/24 (effect. F25). -mc

Comments

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

Changed	Questions	Current Version	Proposed Version					Initiator - Indicate "Y" When Completed or Initiator's Response
!	Stage 3: DEI	No Value						
			Date	Tab	Part - Field	Type of Edit	Edit	
			02/12/2026	Basic Course Information	Course Description	Suggested	Consider very minor revisions to emphasize the the knowledge, skills, and abilities students will gain upon the completion of the course. Thanks for providing these examples of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options. Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the instructor response box. Please also let me know if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	Y
			02/12/2026	Specifications	Examples of Primary Texts and References	Required		Y

Changed	Questions	Current Version	Proposed Version
			Do these examples of primary texts and references reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator Response box, and consider adding to the DEI statement.
		Examples of Primary Texts and References	Suggested
02/12/2026	Specifications		Do one or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer feedback, or self-reflection? If so, consider noting this for the relevant assignment and adding it to the DEI statement. If not appropriate, please disregard. Thanks for this detailed list of evaluation methods! For any of these evaluations, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If so, consider noting this for the relevant assignment. If not appropriate, please disregard.
02/12/2026	Specifications	Assignments	Suggested
02/12/2026	Specifications	Methods of Evaluation	Suggested

Changed	Questions	Current Version	Proposed Version
			Consider minor additions/revisions to the outline to provide space to reflect on inequities, racism, or other barriers to inclusion specific to the course subject. This may be discussed as part of "Relate an understanding of Deaf culture and history to language and integrate this in interaction with members of the Deaf community." If yes, let me know in the initiator response comments. If not appropriate, please disregard.
		02/12/2026	Outline Course Outline Suggested
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value
	Stage 10: 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	SIGND002.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000374321

Articulation

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

De Anza College

Change Report

03/03/2026

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):
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.

Section	Changed field
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.)
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: DEI
DEI Review	Please summarize the ways in which your course includes DEI.
DEI Review	Please check all areas in the COR that address DEI.

General Information

Changed	Field	Current Version	Proposed Version
!	Faculty Initiator	• Mi Chang	• Huafu Liu
	Course ID (CB01A and CB01B)	SIGND003.	SIGND003.
	Course Control Number	CCC000335704	CCC000335704
	Course Title (CB02)	Elementary American Sign Language (Third Quarter)	Elementary American Sign Language (Third Quarter)
	Short Course Title	ELEM AMER SIGN LANG/3RD QTR	ELEM AMER SIGN LANG/3RD QTR
	TOP Code (CB03)	0850.00	0850.00 Sign Language
	CIP Code	American Sign Language (ASL)	16.1601 American Sign Language (ASL)
	Department	SIGN - Sign Language	SIGN - Sign Language
!	Effective Term	Fall 2025	Fall ~~2025~~ <u>2027</u>
	SAM Priority Code (CB09)	E - Non-Occupational	E - Non-Occupational
!	Course Description	This course expands vocabulary and grammatical skills, both receptive and expressive, using ASL I and II as a base. Students will further develop conversational skills in functional situations, and lead to an appreciation of Deaf culture and history.	Students will expand vocabulary and grammatical skills, both receptive and expressive. Students will further develop conversational skills in functional situations and gain an appreciation of Deaf culture and history.
	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	• Sign Language, American
	Discipline 2	No value	No value

Changed	Field	Current Version	Proposed Version
	Discipline 3	No value	No value
	FSA	No value	FHDA FSA - LINGUISTICS

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 general education requirements for De Anza and Cal-GETC, and is a CSU and UC transferable class. This course also meets a course requirement for the Liberal Arts A.A. Degree. It teaches advanced sign language and uses visual language.	This course meets general education requirements for De Anza and Cal-GETC, and is a CSU and UC transferable class. This course also meets a course requirement for the Liberal Arts A.A. Degree. It teaches advanced sign language and uses visual 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

DEI Review

Changed	Field	Current Version	Proposed Version
	Please summarize the ways in which your course includes DEI.	No value	<u>Students will develop foundational skills in American Sign Language (ASL) as a visual-gestural language while exploring Deaf culture as a rich linguistic and cultural community. Through interactive, visually based instruction, students will build communicative competence in ASL and gain an understanding of Deaf cultural norms, values, and perspectives. Course content, assignments, and methods of evaluation are intentionally designed to promote equity, inclusion, and accessibility. Instruction incorporates culturally responsive materials, multiple means of engagement and expression, and accessible, visual-centered teaching strategies to support diverse learning needs. Students will practice expressive and receptive signing skills, cultural awareness, and self-reflection through performance-based and formative assessments that emphasize progress and real-world communication. By the end of the course, students will be able to engage in basic ASL conversations, demonstrate increased visual literacy, apply appropriate cultural behaviors when interacting with Deaf individuals, and reflect on language learning as a process. Evaluation practices are applied equitably and support reasonable accommodations in accordance with Title 5 and disability access regulations to ensure fair and inclusive assessment for all students. The required textbook and instructional materials are low cost (under \$50.00).</u>
	Please check all areas in the COR that address DEI.	No value	• Basic Course Information - Course Description • Specifications - Examples of Primary Texts and References

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	

Changed	Field	Current Version	Proposed Version
	Will the course be UC transferable?	Yes	Yes

Associated Programs

Changed	Field	Current Version		Proposed Version	
	Course is part of a program	Associated Program	Cal-GETC	Associated Program	Cal-GETC
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	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	Global Studies	Associated Program	Global Studies
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
		Associated Program	Global Studies	Associated Program	Global Studies
		Award Type	Certificate of Achievement-Advanced (COA-A)	Award Type	Certificate of Achievement-Advanced (COA-A)
		Associated Program	Global Studies (In Development)	Associated Program	Global Studies (In Development)
		Award Type	Associate in Arts (A.A.) Degree	Award Type	Associate in Arts (A.A.) Degree
	Associated Program	Global Studies (In Development)	Associated Program	Global Studies (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)	

Changed	Field	Current Version	Proposed Version

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

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

Associated Program	Liberal Arts (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 (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 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
	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

Changed	Field	Current Version	Proposed Version
	Total Credit Units - Minimum Credit Units	5	5
	Total Credit Units - Maximum Credit Units	5	5

Speciality Hours

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

Credit / Non-Credit Options

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

Credit Units

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

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

Specifications			

Changed	Field	Current Version	Proposed Version
	Methods of Instruction	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Collaborative learning and small group exercises Collaborative projects	Methods of Instruction Methods of Instruction Lecture and visual aids Discussion of assigned reading In-class exploration of Internet sites Quiz and examination review performed in class Homework and extended projects Field observation and field trips Collaborative learning and small group exercises Collaborative projects
	Assignments	1. Assigned readings from text and handouts 2. Attendance at a Deaf cultural event 3. Use of American Sign Language in small group communication activities 4. Individual signed production presentations 5. Cultural event response paper to integrate personal reaction with application of reading assignments and classroom exercises.	1. Assigned readings from text and handouts 2. Attendance at a Deaf cultural event 3. Use of American Sign Language in small group communication activities 4. Individual signed production presentations 5. Cultural event response paper to integrate personal reaction with application of reading assignments and classroom exercises.

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. Quizzes to evaluate understanding of assigned reading and handouts. 2. Midterm and comprehensive final exams to assess comprehension of readings and accurate use of ASL. 3. Final comprehension exam to include expressive short story presentation to assess expressive language capacity and accurate use of ASL. 4. Evaluate production proficiency in ASL by at least one of the following: participation in small group communication, videotaped production samples, expressive short story presentation. 5. Evaluate written assignments and papers for demonstration of a synthesis of communication and language activities, out of	Methods of Evaluation 1. Quizzes to evaluate understanding of assigned reading and handouts. 2. Midterm and comprehensive final exams to assess comprehension of readings and accurate use of ASL. 3. Final comprehension exam to include expressive short story presentation to assess expressive language capacity and accurate use of ASL. 4. Evaluate production proficiency in ASL by at least one of the following: participation in small group communication, videotaped production samples, expressive short story presentation. 5. Evaluate written assignments and papers for demonstration of a synthesis of communication and language activities, out of

Changed	Field	Current Version	Proposed Version
		class assignments, readings, and personal reflection.	class assignments, readings, and personal reflection.
	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	*Lentz, E. M., Mikos, K., and Smith, C. "Signing Naturally, Level 1" (Video text and accompanying workbook). San Diego, California: Dawn Sign Press, 2008.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	*Lane, Harlan, "A Journey Into the Deaf World". San Diego, CA: Dawn Sign Press, 1996.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	No value
Author	Tenant, Richard, "American Handshake Dictionary". Chicago, IL: University of Chicago Press, 2010.
Publisher	No value
Date/Edition	No value
ISBN	No value

Title	Signing Naturally, Level 1 (Video text and accompanying workbook).
Author	Lentz, E. M., Mikos, K., and Smith, C.
Publisher	San Diego, California: Dawn Sign Press
Date/Edition	2008
ISBN	No value

Title	American Handshake Dictionary
Author	Tenant, Richard
Publisher	Chicago, IL: University of Chicago Press
Date/Edition	2010
ISBN	No value

Title	Learning American Sign Language: Levels I & II – Beginning & Intermediate
Author	Tom L. Humphries, Carol A. Padden, Robert (Rob) Hills, Peggy Lott, Daniel W. Renner
Publisher	Pearson
Date/Edition	2022/2nd Edition
ISBN	No value

Changed	Field	Current Version	Proposed Version										
			<table><tr><td>Title</td><td>Barron's American Sign Language: A Comprehensive Guide to ASL 1 and 2</td></tr><tr><td>Author</td><td>David A. Stewart and Jennifer Stewart</td></tr><tr><td>Publisher</td><td>Barron's Educational Services</td></tr><tr><td>Date/Edition</td><td>2021</td></tr><tr><td>ISBN</td><td>No value</td></tr></table>	Title	Barron's American Sign Language: A Comprehensive Guide to ASL 1 and 2	Author	David A. Stewart and Jennifer Stewart	Publisher	Barron's Educational Services	Date/Edition	2021	ISBN	No value
Title	Barron's American Sign Language: A Comprehensive Guide to ASL 1 and 2												
Author	David A. Stewart and Jennifer Stewart												
Publisher	Barron's Educational Services												
Date/Edition	2021												
ISBN	No value												

Changed	Field	Current Version	Proposed Version



Suggested Reading List

No value

Reading List Armstrong, David E. Original signs: Gesture, sign, and the sources of language. Washington, D. C.: Gallaudet University Press, 2002.

May include, but are not limited to No value

Reading List Buisson, Gerald. Using online glossing lessons for accelerated instruction in ASL for preservice deaf education majors. American Annals of the Deaf.152.3: 1-343, 2006.

May include, but are not limited to No value

Reading List Burch, S. Signs of Resistance: American Deaf Cultural History, 1900 to World War II. New York: New York University Press, 2002.

May include, but are not limited to No value

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

Reading List Gannon, J. R., Butler, J., & Gilbert, L.-J. Deaf heritage: A narrative history of deaf America. Washington, D.C: Gallaudet University Press, 2012.

May include, but are not limited to No value

Reading List Liddell, S. K. Grammar, Gesture, and Meaning in American Sign Language , New York: Cambridge University Press, 2003.

May include, but are not limited to No value

Reading List Meier, R. P. Modality and Structure in Signed and Spoken Languages, Cambridge, U.K.: Cambridge University Press, 2002.

May include, but are not limited to No value

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

Reading List Nomeland, M. M., & Nomeland, R. E. (2012). The deaf community in America: History in the making. Jefferson, N.C: McFarland, 2011.

May include, but are not limited to No value

Reading List Miller, M. "Sign Iconicity and Receptive Vocabulary. " American Annals of the Deaf 152.5 (2008): 441-449. Research Library.

May include, but are not limited to No value

Reading List Parks, E. "Treatment of Signed Languages in Deaf History Texts." Sign Language Studies 8.1 (2007): 72-93.

May include, but are not limited to No value

Reading List Taub, S. Language from the Body: Iconicity and Metaphor in American Sign Language , New York: Cambridge University Press, 2001.

Changed	Field	Current Version	Proposed Version
		May include, but are not limited to No value	
		Reading List Stokoe, W. Language in hand. Washingcon, DC; Gallaudeti University Press, 2001.	
		May include, but are not limited to No value	
		Reading List Spencer, P. E., and Marschark, M. Evidence-based practice in educating deaf and hard-of-hearing students. Oxford: Oxford University Press, 2010.	
		May include, but are not limited to No value	
		Reading List Valli, Clayton and Ceil Lucas, "Linguistics of American Sign Language". Washington, D.C.: Gallaudet University Press, 2005.	
		May include, but are not limited to No value	

Changed	Field	Current Version	Proposed Version
		Reading List Wilcox, Sherman, "American Deaf Culture - An Anthology", Linstock Press: Silverspring, Maryland, 1989. May include, but are not limited to No value	

Learning Outcomes

Changed	Field	Current Version	Proposed Version
	Course Objectives	- Recognize the humanities as a method of inquiry into human experience and its meaning through language, literature and the arts, as expressed in American Sign Language poetry, drama, literature and humor. - Compare and analyze the differences between English and ASL syntax and the non manual signals of ASL. - Apply the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts. - Develop greater competency in comprehending and producing ASL communications in dialogue and small groups. - Distinguish essential features of Deaf culture and analyze these in the context of the language and its historical development. Integrate this in interaction with members of the Deaf community. - Appraise ASL cultural and artistic expressions and evaluate their role in shaping Deaf cultural identity.	- Recognize the humanities as a method of inquiry into human experience and its meaning through language, literature and the arts, as expressed in American Sign Language poetry, drama, literature and humor. - Compare and analyze the differences between English and ASL syntax and the non manual signals of ASL. - Apply the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts. - Develop greater competency in comprehending and producing ASL communications in dialogue and small groups. - Distinguish essential features of Deaf culture and analyze these in the context of the language and its historical development. Integrate this in interaction with members of the Deaf community. - Appraise ASL cultural and artistic expressions and evaluate their role in shaping Deaf cultural identity.

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

Use ASL to identify and locate things around the house; make suggestions, requests, and register complaints; exchange personal information; and explain issues within deaf culture and community.

**Expected
SLO
Performance**

0.0

CSLOs

Use ASL to identify and locate things around the house; make suggestions, requests, and register complaints; exchange personal information; and explain issues within deaf culture and community.

**Expected
SLO
Performance**

0.0

CSLOs

Comprehend the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts.

**Expected
SLO
Performance**

0.0

CSLOs

Comprehend the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts.

**Expected
SLO
Performance**

0.0

Course Outline

Changed	Field	Current Version	Proposed Version
	Course Content	1. Recognize the humanities as a method of inquiry into human experience and its meaning through language, literature and the arts, as expressed in American Sign Language poetry, drama, literature and humor. 1. Functions of language and culture in human communication and as they shape and reflect individual and group identity 2. Creative expression of thought, feeling and social experience 3. Cultural identity in a linguistic minority 4. Historical context of the Deaf and ASL, including paternalistic patterns of cultural and language treatment 2. Compare and analyze the differences between English and ASL syntax and the non manual signals of ASL. 1. Utilize contrastive analysis of simple English/ASL syntax 1. Common sentence word orders such as subject/verb order and topicalized structures 2. Verb usage-- subject/object incorporation, directional verbs and classifier verbs 3. Use of personal pronoun systems 2. Identify non-manual signals as a distinctive feature of ASL and their use. 3. Apply the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts. 1. Language Functions 1. Identifying and locating things around the house 1. Giving reason/making request 2. Asking where 3. Giving specific locations	1. Recognize the humanities as a method of inquiry into human experience and its meaning through language, literature and the arts, as expressed in American Sign Language poetry, drama, literature and humor. 1. Functions of language and culture in human communication and as they shape and reflect individual and group identity 2. Creative expression of thought, feeling and social experience 3. Cultural identity in a linguistic minority 4. Historical context of the Deaf and ASL, including paternalistic patterns of cultural and language treatment 2. Compare and analyze the differences between English and ASL syntax and the non manual signals of ASL. 1. Utilize contrastive analysis of simple English/ASL syntax 1. Common sentence word orders such as subject/verb order and topicalized structures 2. Verb usage-- subject/object incorporation, directional verbs and classifier verbs 3. Use of personal pronoun systems 2. Identify non-manual signals as a distinctive feature of ASL and their use. 3. Apply the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts. 1. Language Functions 1. Identifying and locating things around the house 1. Giving reason/making request 2. Asking where 3. Giving specific locations

Changed	Field	Current Version	Proposed Version
		4. Correcting and confirming information 5. Opening conversations 2. Making suggestions, requests and registering complaints 1. Making suggestions 2. Making requests 3. Complaining about others 4. Asking for permission 5. Expressing concerns 6. Declining/explaining why 7. Agreeing with conditions 8. Agreeing with shortcoming 9. Asking for clarification 3. Exchanging personal information 1. Asking and telling when 2. Telling about life events 2. Grammar 1. Identifying and locating items around the house 1. Topic-comment structure 2. Weak hand as reference 3. Locative classifiers 4. Yes/no questions 5. Wh-questions 6. Ordinal numbers 2. Making suggestions, requests, and registering complaints 1. Recurring time signs 2. Continuous time signs 3. Temporal aspect: recurring, continuous	4. Correcting and confirming information 5. Opening conversations 2. Making suggestions, requests and registering complaints 1. Making suggestions 2. Making requests 3. Complaining about others 4. Asking for permission 5. Expressing concerns 6. Declining/explaining why 7. Agreeing with conditions 8. Agreeing with shortcoming 9. Asking for clarification 3. Exchanging personal information 1. Asking and telling when 2. Telling about life events 2. Grammar 1. Identifying and locating items around the house 1. Topic-comment structure 2. Weak hand as reference 3. Locative classifiers 4. Yes/no questions 5. Wh-questions 6. Ordinal numbers 2. Making suggestions, requests, and registering complaints 1. Recurring time signs 2. Continuous time signs 3. Temporal aspect: recurring, continuous

Changed	Field	Current Version	Proposed Version
		4. inflecting verbs 5. Role shifting 6. Conditional sentences 7. Clock numbers	4. inflecting verbs 5. Role shifting 6. Conditional sentences 7. Clock numbers
		3. Exchanging personal information 1. When clauses 2. Phrasing for sequencing events 3. Contrastive structure	3. Exchanging personal information 1. When clauses 2. Phrasing for sequencing events 3. Contrastive structure
		3. Deaf culture and community 4. Identify language structures 1. Verb types - regular, inflecting and spatial 2. Personal and possessive pronouns 3. Plural forms 4. Number incorporation: money, age and clock numbers 5. Role shifting 6. Basic shape classifiers 7. Loan signs	3. Deaf culture and community 4. Identify language structures 1. Verb types - regular, inflecting and spatial 2. Personal and possessive pronouns 3. Plural forms 4. Number incorporation: money, age and clock numbers 5. Role shifting 6. Basic shape classifiers 7. Loan signs
		4. Develop greater competency in comprehending and producing ASL communications in dialogue and small groups. 1. Practice in reading and signing finger spelled words, signed vocabulary and targeted language functions 2. Engage in communication practice in dialogues and small groups 3. Utilizing assigned videotape and workbook exercises	4. Develop greater competency in comprehending and producing ASL communications in dialogue and small groups. 1. Practice in reading and signing finger spelled words, signed vocabulary and targeted language functions 2. Engage in communication practice in dialogues and small groups 3. Utilizing assigned videotape and workbook exercises
		5. Distinguish essential features of Deaf culture and analyze these in the context of the language and its historical development. Integrate this in interaction with members of the Deaf community. 1. Trace historical development of ASL in relationship to Deaf identity, including contemporary status of deaf activism and bilingual-bicultural philosophy. 2. Contrast essential cultural elements of Deaf and hearing	5. Distinguish essential features of Deaf culture and analyze these in the context of the language and its historical development. Integrate this in interaction with members of the Deaf community. 1. Trace historical development of ASL in relationship to Deaf identity, including contemporary status of deaf activism and bilingual-bicultural philosophy. 2. Contrast essential cultural elements of Deaf and hearing

Changed	Field	Current Version	Proposed Version
		worldviews and analyze these as they impact cultural strain. 6. Appraise ASL cultural and artistic expressions and evaluate their role in shaping Deaf cultural identity. 1. Understand ASL artistic forms as follows: 1. Deaf oratory in historical context 2. Traditional "sign play" forms such as folklore, "talldances", "slurred" name signs, humor, ABC stories 3. Contemporary performance art as expressed in ASL poetry and drama 2. Examine examples of deaf literature written in English.	worldviews and analyze these as they impact cultural strain. 6. Appraise ASL cultural and artistic expressions and evaluate their role in shaping Deaf cultural identity. 1. Understand ASL artistic forms as follows: 1. Deaf oratory in historical context 2. Traditional "sign play" forms such as folklore, "talldances", "slurred" name signs, humor, ABC stories 3. Contemporary performance art as expressed in ASL poetry and drama 2. Examine examples of deaf literature written in English.
	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

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

Req/Adv

Changed	Questions	Current Version	Proposed Version
	Prerequisite(s):	SIGN D002. or equivalent	SIGN D002. or equivalent
	Corequisite(s):	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Advisory(ies):	No Value	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 B: Compare and analyze the differences between English and ASL syntax and the non manual signals of ASL.
!	Objective 2: Develop analytical ideas and topics for essays.	No Value	Assignment E: Cultural event response paper to integrate personal reaction with application of reading assignments and classroom exercises.
!	Objective 3: Compose and support thesis statements for analytical essays.	No Value	Methods of Evaluation D: Evaluate production proficiency in ASL by at least one of the following: participation in small group communication, videotaped production samples, expressive short story presentation.
!	Objective 4: Develop clear sequential relationship between central argument/controlling idea and supporting ideas in writing.	No Value	Methods of Evaluation E: Evaluate written assignments and papers for demonstration of a synthesis of communication and language activities, out of class assignments, readings, and personal reflection.
!	Objective 5: Identify and practice writing for different audiences and purposes.	No Value	Outline F: Appraise ASL cultural and artistic expressions and evaluate their role in shaping Deaf cultural identity.

Changed	Questions	Current Version	Proposed Version
	Objective 6: Develop and demonstrate a variety of rhetorical strategies to develop strong analysis in essays.	No Value	Outline F.2.: Examine examples of deaf literature written in English.
	Objective 7: Demonstrate writing as a multi-step process including attention to planning and revision.	No Value	Outline E.2.: Contrast essential cultural elements of Deaf and hearing worldviews and analyze these as they impact cultural strain.
	Objective 8: Practice composing organized, developed, analytical essays that increase in complexity.	No Value	Outline E.1.: Trace historical development of ASL in relationship to Deaf identity, including contemporary status of deaf activism and bilingual-bicultural philosophy.
	Objective 9: Demonstrate appropriate grammar usage and mechanics.	No Value	Outline C: Apply the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts.

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 A: Recognize the humanities as a method of inquiry into human experience and its meaning through language, literature and the arts, as expressed in American Sign Language poetry, drama, literature and humor.
	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: Use of American Sign Language in small group communication activities. Methods of Evaluation D: Evaluate production proficiency in ASL by at least one of the following: participation in small group communication, videotaped production samples, expressive short story presentation. Methods of Evaluation E: Evaluate written assignments and papers for demonstration of a synthesis of communication and language activities, out of class assignments, readings, and personal reflection.

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 E: Cultural event response paper to integrate personal reaction with application of reading assignments and classroom exercises.
	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 E: Distinguish essential features of Deaf culture and analyze these in the context of the language and its historical development. Integrate this in interaction with members of the Deaf community.
	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 F.1.a.: Deaf oratory in historical context.

Changed	Questions	Current Version	Proposed Version
	Criteria 6: Use real-world or hands-on applications that will provide a context for the concepts being discussed. (ONLY using the Outline, Assignments or Methods of Evaluation areas, cite, copy and paste the area referenced.)	No Value	Outline C: Apply the grammatical structure of American Sign Language and increase communication functionality in a multitude of social contexts.

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)	SIGN 003	SIGN 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	Cal-GETC/DA GE changes appr. 9/23/24 (effect. F25). -mc	Cal-GETC/DA GE changes appr. 9/23/24 (effect. F25). -mc

Comments

Changed	Questions	Current Version	Proposed Version

	Stage 2: Department Chair	No Value	No Value

Changed Questions Current Version Proposed Version



Stage 3: DEI

No Value

Date	Tab	Part - Field	Type of Edit	Edit	Initiator - Indicate "Y" When Completed or Initiator's Response
02/12/2026	Basic Course Information	Course Description	Suggested	Consider a few small revisions to emphasize the the knowledge, skills, and abilities students will gain upon the completion of the course. Thanks for providing these examples of primary texts and references. Are there representative OER options? Title 5 requirements ask that faculty check to see if there is a representative (appropriate) OER textbook, and if so, to include it if possible. If there are no representative OER options, consider zero textbook cost (ZTC) options or otherwise cost conscious options.	Y
02/12/2026	Specifications	Examples of Primary Texts and References	Required	Textbooks are considered low cost at De Anza if they are under \$50.00. If there is no representative OER textbook, please let me know in the instructor response box. Please also let me know if your textbook is low cost (i.e., under \$50.00), and consider adding this information to the DEI Box if appropriate. This will satisfy the required component of this edit.	

Changed

Questions

Current Version

Proposed Version

				Do these examples of primary texts and references reflect diverse authors, voices, and perspectives, and discuss current debates in the field that are relevant to students? If so, let me know in the Initiator Response box, and consider adding to the DEI statement.
02/12/2026	Specifications	Examples of Primary Texts and References	Suggested	Do one or more course assignments provide students the opportunity to revise their work based on instructor feedback, peer
02/12/2026	Specifications	Assignments	Suggested	feedback, or self-reflection? If so, consider noting this for the relevant assignment and adding it to the DEI statement. If not appropriate, please disregard. Thanks for this detailed list of evaluation methods! For any of these evaluations, do instructors provide examples of strong and/or successful assignments to clarify expectations for all students when possible and appropriate? If so, consider noting this for the relevant assignment. If not appropriate, please disregard.
02/12/2026	Specifications	Methods of Evaluation	Suggested	

Changed	Questions	Current Version	Proposed Version
		02/12/2026	Outline Course Outline Suggestedits historical development. Integrate this in interaction with members of the Deaf community; Appraise ASL cultural and artistic expressions and evaluate their role in shaping Deaf cultural identity." If yes, let me know in the initiator response comments. If not appropriate, please disregard.
	Stage 4: Articulation Officer	No Value	No Value
	Stage 5: De Anza General Education	No Value	No Value
	Stage 6: Content Review Matrix Liaison	No Value	No Value
	Stage 7: Dean of Online Learning	No Value	No Value
	Stage 8: SLO Coordinator	No Value	No Value

Changed	Questions	Current Version	Proposed Version
	Stage 10: 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	SIGND003.
	Distance Education Approved	No
	Board of Trustees Approval Date	
	Curriculum Committee Approval Date	
	Time to Next Review	Sep 1, 2025 12:00:00 AM
	External Review Approval Date	Sep 1, 2020 12:00:00 AM
	Course Control Number	CCC000335704

Articulation

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

